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The Ontario Curriculum
Grades 9 to 12

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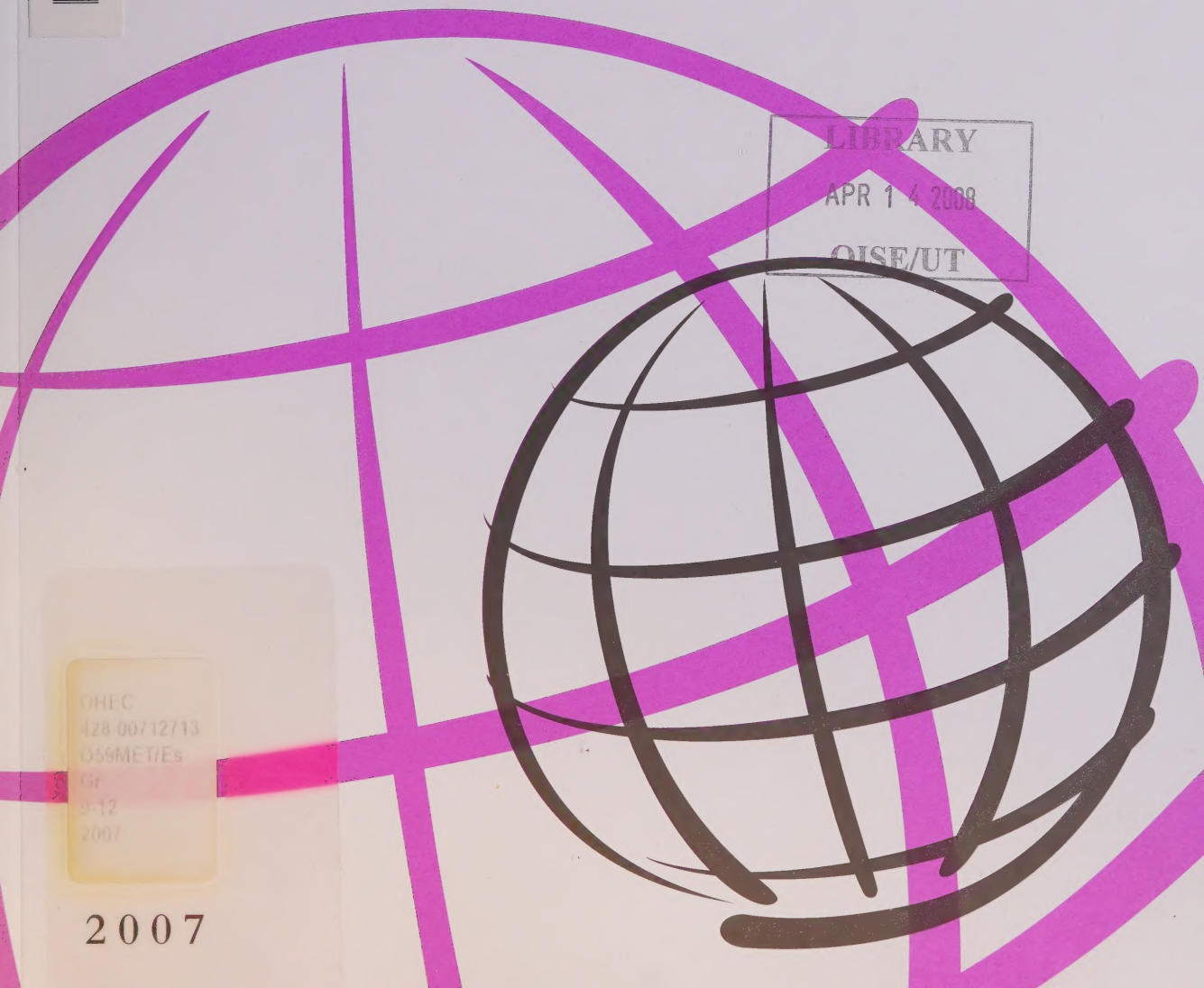

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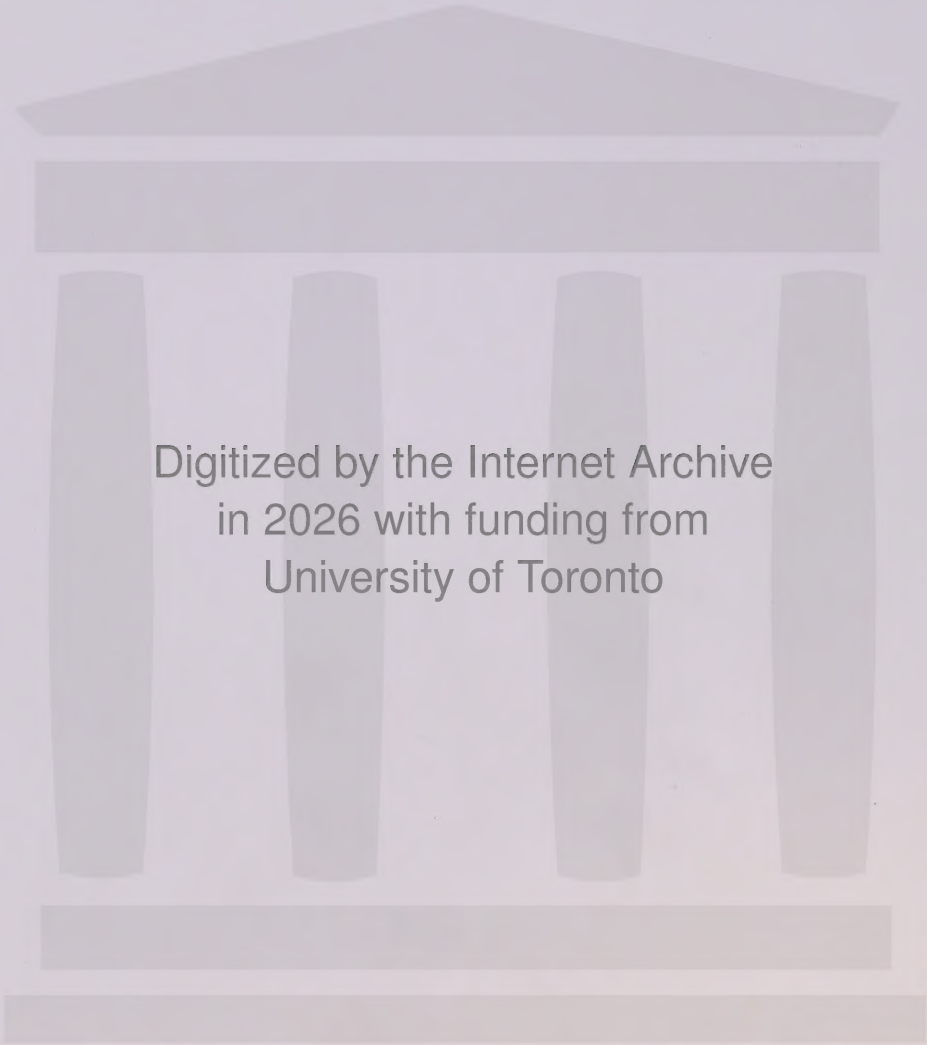
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INTRODUCTION

This document replaces *The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development, 1999*. Beginning in September 2007, all courses in English as a Second Language (ESL) and English Literacy Development (ELD) for Grades 9 to 12 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

THE IMPORTANCE OF ENGLISH AS A SECOND LANGUAGE (ESL) AND ENGLISH LITERACY DEVELOPMENT (ELD) IN THE CURRICULUM

Ontario secondary schools are now home to students who speak more than 100 different languages, including several Aboriginal languages, many African, Asian, and European languages, or an English-related creole language (such as Caribbean Creole or West African Krio). Ontario's increasing linguistic and cultural diversity provides students with many opportunities for cultural enrichment and for learning that is global in scope.

At the same time, however, this diversity means that a significant and growing proportion of Ontario students arrive in English-language schools as English language learners – that is, students who are learning the language of instruction at the same time as they are learning the curriculum. The curriculum in English as a Second Language and English Literacy Development for Grades 9 to 12 has been developed to ensure that English language learners have the maximum opportunity to become proficient in English and achieve the high levels of literacy that are expected of all Ontario students.

THE GOALS OF THE ESL AND ELD CURRICULUM

The ESL and ELD curriculum is based on the belief that broad proficiency in English is essential to students' success in both their social and academic lives, and to their ability to take their place in society as responsible and productive citizens. The curriculum is designed to provide English language learners with the knowledge and skills they need

to achieve these goals. Its aim is to help students become successful English language learners who can:

- use English to communicate effectively in a variety of social settings;
- use English to achieve academically in all subject areas;
- take charge of their own learning, independently and in groups;
- select and use effective learning strategies;
- integrate confidently into mainstream courses;
- use English effectively to advocate for themselves in all areas of their lives;
- make a successful transition to their chosen postsecondary destination (work, apprenticeship, college, university);
- function effectively in a society increasingly committed to the use of information technology;
- use critical-literacy and critical-thinking skills to interpret the world around them;
- participate fully in the social, economic, political, and cultural life of their communities and of Canada.

This culminating vision of successful English language learners identifies the language skills and capabilities required for success in Ontario's education system and for full participation in Canadian society. The expectations outlined in the ESL and ELD curriculum are designed to enable students to develop these important skills and capabilities.

For many English language learners, achievement of the expectations may require them to adopt new ways of learning and new ways of interacting with others. However, growth towards full linguistic and cultural competence in English should not be at the expense of students' own languages and cultures. A major goal of any instructional program for English language learners should be to encourage students to value and maintain their own linguistic and cultural identities so that they can enter the larger society as bilingual and bicultural individuals. Such young people are able to choose language and cultural norms that are appropriate in any given situation or cultural context, and can fully participate in and contribute to our multilingual, multicultural Canadian society.

The ESL and ELD curriculum expectations are designed to help English language learners develop the skills they need to develop proficiency in everyday English and, most especially, the proficiency in academic English that will allow them to integrate successfully into the mainstream school program. It is important to recognize that while English language learners are in the process of acquiring academic language, their age peers are not standing still in their learning of grade-appropriate language and concepts. In effect, English language learners must catch up with a moving target. Thus, an effective curriculum for English language learners integrates academic language and literacy skills with subject-matter concepts and critical-thinking skills from the very beginning levels of instruction, so that students can gain as much momentum as possible as they progress to full participation in mainstream classes in the various subjects.

ENGLISH LANGUAGE LEARNERS IN ONTARIO

English language learners are students in provincially funded English-language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational support to assist them in attaining proficiency in English. They may be Canadian-born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a variety of strengths and needs.

Newcomers to Ontario. Newcomers to Ontario from countries around the world may arrive at any point between Grade 9 and Grade 12. They may enter school at the beginning of the school year or at any time during the year. The level of support newcomers require to succeed in the classroom will depend on their age, country of origin, and previous educational experience. Some newcomers arrive in Canada with their families as part of a voluntary, planned immigration process. These students have usually received formal education in their countries of origin, and some may have studied English as a foreign language. Some newcomers arrive in Canada under more urgent conditions: for example, fleeing crises in their homelands. These young people have often suffered traumatic experiences, and some may have been separated from family members. They may have been in transit for a few years, and they may or may not have had access to formal education in their homeland or while in transit.

International or Visa Students. International or visa students are usually of secondary school age, although some may arrive earlier. They pay fees to attend school in Ontario, and often plan to attend a Canadian college or university. These students typically arrive in Canada without their families. They may live with older siblings, with members of the extended family, or under the care of a guardian or home-stay program; older students may live alone. Many have had some instruction in English; nevertheless, they often need considerable support to develop the level of English proficiency required for success in Ontario schools.

Canadian-Born Students. Most English language learners entering secondary school are newcomers from other countries; however, others are Canadian-born, such as the following:

- learners returning from a prolonged stay in another country where they received education in a language other than English;
- learners from Aboriginal communities who speak a first language other than English;
- learners from communities that have maintained distinct cultural and linguistic traditions who choose to enter English-language schools and who have a first language other than English.

Students With Limited Prior Schooling. Although all countries have schools that offer an excellent education, some English language learners have not had access to such schools for economic, political, ideological, or geographic reasons. The following are some reasons why some English language learners may have had limited opportunities for education:

- Some countries invest most of their resources in a small percentage of "top" students, who may be selected through examinations for entrance to schools offering high-quality educational programs. Other students, including many of high potential, may not have this kind of opportunity.
- In some countries only those parents who can afford school fees can ensure a high-quality education for their children. Children in rural areas may have to travel long distances, often on foot, to get to school, and roads may be impassable at some times of the year. In some countries, education has been severely disrupted or even suspended completely during periods of war or civil conflict. In some countries, gender, social class, religion, or ideology may limit access to schooling.
- Some children may have spent several years in transit before arriving in Canada, and may have had little or no access to schooling during that time.

PROGRAMS TO SUPPORT ENGLISH LANGUAGE LEARNERS

Secondary school ESL and ELD programs are generally intended to support newcomers. For their first few years in Ontario schools, many English language learners receive support in one of the following two distinct programs designed to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario:

- ***English as a Second Language (ESL) programs*** are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds.
- ***English Literacy Development (ELD) programs*** are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, so that they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario secondary schools with significant gaps in their education.

ROLES AND RESPONSIBILITIES IN ESL AND ELD PROGRAMS

Creating a welcoming and inclusive school environment for English language learners is a whole-school activity requiring the commitment of administrators, teachers, support staff, and other leaders within the school community. The reward for this committed effort is a dynamic and vibrant school environment that celebrates diversity as an asset and enriches the learning experience of all students.

Students

Students have many responsibilities with regard to their learning. Students who are able to make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to these students' success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.

Mastery of concepts and skills in the ESL and ELD curriculum requires a sincere commitment to work, study, and the development of appropriate skills. Furthermore, students should be encouraged to actively pursue opportunities outside the classroom to extend their proficiency in English and enrich their understanding of the language. Their mastery of English will grow as they engage in real-world activities that involve listening, speaking, reading, and writing in English. Students develop their English literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to the various subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, and thinking in their daily lives. As well, it is important to encourage students to maintain their first-language skills, as their bilingual and bicultural orientation has the potential to be a lifelong asset both to themselves and to Canadian society.

Parents

Parents[1] have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their children are taking and what their children are expected to learn. This awareness will enhance the ability of parents to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers' comments on student progress and to work with teachers to improve student learning.

Other effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops, becoming involved in school council activities (including becoming a school council member), supporting their children in completing their assignments at home, and encouraging their children to maintain active use of the home language.

The ESL and ELD curriculum promotes awareness of the wider community. In addition to supporting regular school activities, parents can encourage their children to take an active interest in current affairs and provide them with opportunities to question and reflect on what is happening in the world.

1. In this document, *parent(s)* is used to mean parent(s) and guardian(s).

Teachers

Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations for their courses, as well as for developing appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to acquire proficiency in English, as well as subject content knowledge. They provide learners with frequent opportunities to practise and apply new learning and, through regular and varied assessment, give them the specific feedback they need to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers enable students to become thoughtful and effective communicators in English. In addition, teachers encourage students to think out loud about their own language processes, and support them in developing the language and techniques they need to assess their own learning. Opportunities to relate knowledge and skills in English language learning to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

ESL/ELD teachers, mainstream subject teachers, teacher-librarians, special education teachers, and guidance teachers must all work together, within the provisions outlined in all secondary school curriculum documents, to support English language learners, to help them integrate successfully into the academic and social life of the school, and to help them learn about postsecondary pathways and destinations.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including ESL and ELD, principals promote learning teams and work with teachers to facilitate teacher participation in professional-development activities.

Principals ensure that schools have in place procedures and practices for welcoming English language learners and their families, and that schools present an inclusive and welcoming environment for all students. As well, principals ensure that all subject teachers incorporate appropriate adaptations and strategies into their instruction and assessment to facilitate the success of the English language learners in their classrooms.

Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Community Partners

Community partners can be an important resource in students' language development. They can provide support for students with literacy needs, both in the classroom and as living models of how the curriculum relates to life beyond school. Such modelling and mentoring can enrich not only the educational experience of students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting language instruction and in promoting a focus on literacy in and outside the school. Community partners can be included in literacy events held in the school, and school boards can collaborate with leaders of existing community-based literacy programs for youth, including programs offered in public libraries and community centres. Partnerships with local settlement agencies and ethnocultural organizations are also a valuable resource for both educators and English language learners and their families.

FACTORS IN SUCCESSFUL ENGLISH LANGUAGE ACQUISITION

Research studies show that it takes five or more years for most English language learners to catch up to age peers in using English for academic purposes, although some will accomplish this earlier, and some will need much longer. Most English language learners are able to function effectively and confidently in everyday language situations within a year or two. For example, they can follow classroom directions and maintain simple conversations about familiar topics and routines. During this time they also acquire a basic vocabulary of high-frequency words and phrases (such as *friend, hungry, "Say it again, please."*). However, it can take much longer for English language learners to catch up to their age peers in academic language.

General Factors

The rate at which an English language learner acquires proficiency in English, adapts to the new environment, and integrates into the mainstream academic program will be influenced by a number of general factors. Factors affecting the successful acquisition of English include the following:

- *The acculturation process.* It is acknowledged that most newcomers experience a period of cultural adjustment. Newly arrived students will move through the stages of acculturation at an individual pace. The rate at which individual students experience the acculturation process may vary even among members of the same family. Some students may experience elements of different stages at the same time; some may remain in one stage for an extended period of time or may repeat characteristics associated with an earlier stage if the process has been interrupted.
- *The migration experience.* Many newcomer students have arrived in Canada with their families as part of a voluntary, planned immigration process. However, some students have arrived from countries in chaos, have spent time in refugee camps, or have experienced personal trauma caused by natural disaster, political upheaval, or family disruption.
- *The level of development in the first language.* English language learners who are at age-appropriate levels of language and literacy development in their own language are more successful in learning English.

- *Prior experience with English.* Some newcomers, especially those of secondary school age, have studied English in their own countries. Placement of these students may vary according to their level of proficiency in English.
- *Personality or motivational factors.* Some students are more likely to seek out opportunities to use the new language and take the risks involved in experimenting with English. Others may need encouragement and support to do this.
- *The amount and quality of prior schooling.* Students who have significant gaps in their schooling have more to catch up on and will need more support over a longer period of time.
- *The presence of learning exceptionalities.* English language learners show the full range of learning exceptionalities in the same proportions as other Ontario students. When special education needs have been identified, students are eligible for ESL/ELD services and special education services simultaneously.

School and Classroom Factors

A number of school and classroom factors can have a positive influence on English language acquisition. These factors include the following:

- *The classroom environment.* A caring environment where teacher and peers support English language learners and value their efforts to communicate is essential. It is also important to validate students' linguistic and cultural backgrounds, encouraging them to strive to become bilingual and bicultural. As well, the selection of classroom resources should reflect the students' backgrounds, ages, interests, and level of proficiency in English.
- *The amount and quality of ESL or ELD support.* English language learners need the assistance of ESL or ELD teachers (and of classroom teachers who are aware of and responsive to their needs as language learners) who use approaches and strategies that are tailored to their needs (see the outline of approaches and strategies on pages 38–48).
- *Opportunities for interaction in English.* English language learners need frequent opportunities for extended conversation in English with their peers and other members of the larger community. They should be encouraged to become involved in extra-curricular activities within the school community.
- *Supportive language feedback.* English language learners need opportunities to produce language and receive feedback in a respectful and helpful way. It is important for teachers to focus on communication first, responding to the content of what the student is trying to say, before rephrasing in order to provide a model for the student. As well, it is helpful to focus on one or two errors at a time rather than trying to "fix" everything. Errors are a normal part of the language learning process.
- *Opportunities to maintain and develop the first language.* The student's first language is a critical foundation, not only for language learning but for all learning. Research indicates that students benefit academically, socially, and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual knowledge are readily transferable from one language to another, provided there are no learning exceptionalities. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background.

- *Emotional responses to the learning situation.* Students entering a new linguistic and cultural environment may be intimidated at first. They may also feel lonely, missing friends and family members. Newcomers who have experienced war or other trauma in the country of origin or en route to Canada may progress slowly at first because they are preoccupied with thoughts of the dangers they have come through, and may not yet feel safe in their new environment.
- *Parental involvement.* Special efforts are needed in order to reach out to parents whose educational experiences might have been quite different from those of Ontario-born parents. It is also important to remember that newcomer parents are themselves dealing with culture shock, possible language difficulties, and orientation issues at the same time as they are supporting their children's needs at school.

THE PROGRAM IN ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

OVERVIEW OF THE PROGRAM

English language learners in any grade may be placed in appropriate ESL or ELD courses. Since many ESL and ELD classes include students aged between fourteen and twenty, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and five ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade. All ESL and ELD courses are open courses.

Students may substitute up to three ESL or ELD courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses offered in Grade 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

English as a Second Language (ESL) Courses

These courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. Most English language learners are in this group. These learners may be entering secondary school from elementary school alongside their English-speaking peers, or they may be entering secondary school in Ontario having recently arrived from other countries. They can read and write in their own language within the expected range for students of their age in their own country. They can build on their existing first-language skills when learning English in an ESL program.

The five ESL courses are based on levels of proficiency in English. Depending on learners' previous experience with English, students may be placed in ESL Level 1, 2, 3, 4, or 5. For example, a student who has been in full-time education in his or her country of origin but who has never studied English would be placed in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial English language

assessment. A student who has studied English for several years might be placed in ESL Level 3, 4, or 5 on the basis of the initial English language assessment. Students of Grade 9 age whose initial assessment indicates that they are beyond ESL Level 4 (ESLDO) should be placed directly in Grade 9 Applied English (ENG1P) or Grade 9 Academic English (ENG1D).

Chart 1. Courses in English as a Second Language

Course	Course Type	Course Code	Credit Value	Prerequisite
ESL Level 1	Open	ESLAO	1	
ESL Level 2	Open	ESLBO	1	ESL Level 1 or equivalent*
ESL Level 3	Open	ESLCO	1	ESL Level 2 or equivalent*
ESL Level 4	Open	ESLDO	1	ESL Level 3 or equivalent*
ESL Level 5	Open	ESLEO	1	ESL Level 4 or equivalent*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

English Literacy Development (ELD) Courses

These courses are designed for English language learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in any language. These students are from areas of the world where educational opportunities have not been consistently available. Their needs differ in the following two important ways from the needs of their English language learner peers who arrive with age-appropriate schooling:

- They have significant gaps in their education and therefore have more to catch up on.
- They need more intensive support for a longer period of time.

ELD courses provide an accelerated program of literacy development for these students.

There are five ELD courses based on levels of literacy development and proficiency in English. Depending on learners' previous educational experience, first-language literacy skills, and knowledge of English, students may be placed in ELD Level 1, 2, 3, 4, or 5. For example, a newly arrived student with no prior formal schooling and no first-language literacy skills would be placed in ELD Level 1. A student with some prior schooling and some knowledge of English might be placed in ELD Level 2 or 3.

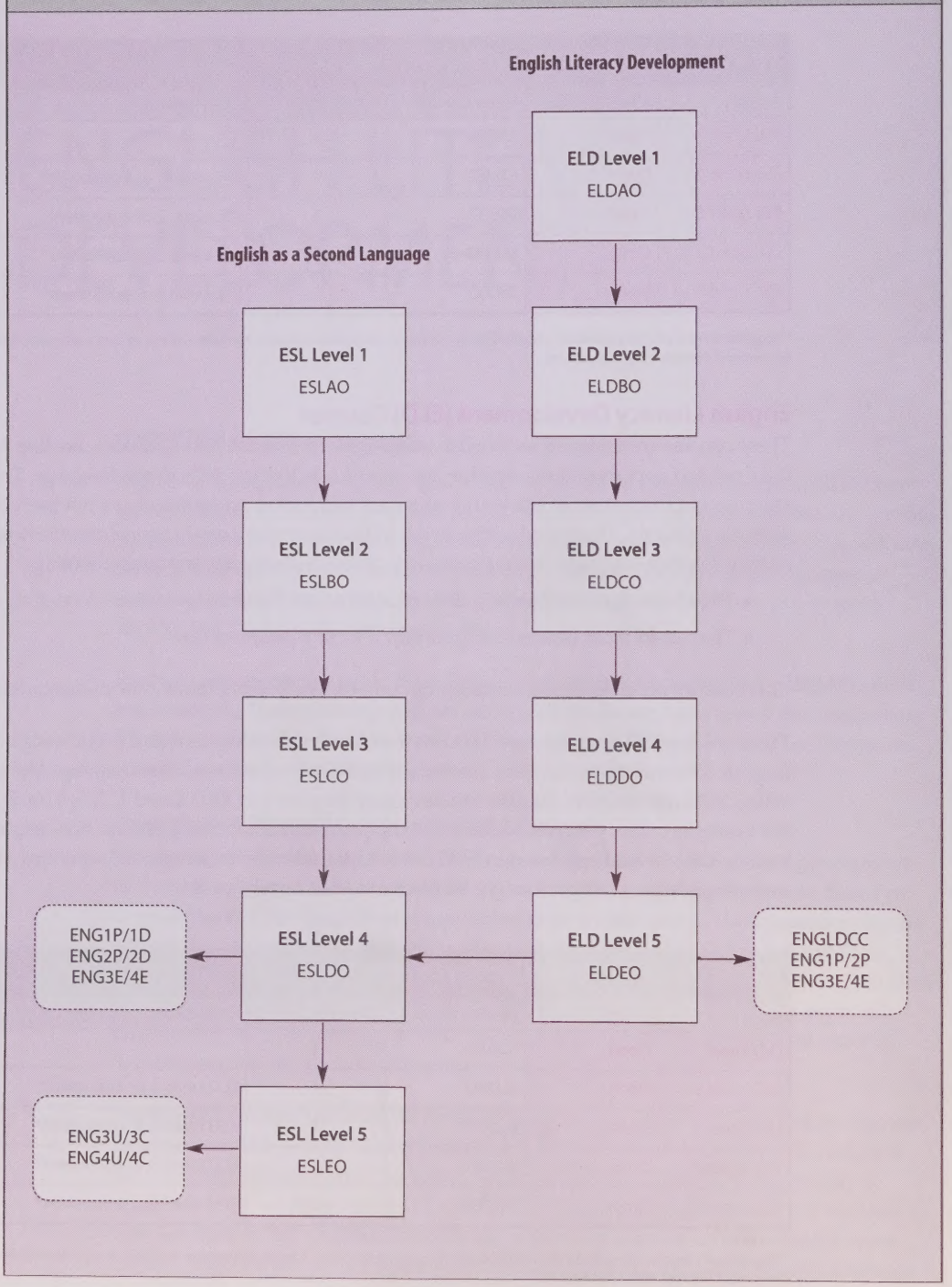
Chart 2. Courses in English Literacy Development

Course	Course Type	Course Code	Credit Value	Prerequisite
ELD Level 1	Open	ELDAO	1	
ELD Level 2	Open	ELDBO	1	ELD Level 1 or equivalent*
ELD Level 3	Open	ELDCO	1	ELD Level 2 or equivalent*
ELD Level 4	Open	ELDDO	1	ELD Level 3 or equivalent*
ELD Level 5	Open	ELDEO	1	ELD Level 4 or equivalent*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

Pathways to English

The chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.



Half-Credit Courses

The courses outlined in this document are designed as full-credit courses, but may be delivered as full- or half-credit courses. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for the two half-credit courses must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course may be offered as two half-credit courses, but a student must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. When a student successfully completes a half-credit course, a half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each strand, or broad curriculum area, of each course – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings (or "suborganizers"), each of which indicates the overall expectation to which the group of specific expectations corresponds. Each expectation in a group is identified by an "expectation tag" (a subheading) that describes the particular aspect of the overall expectation to which the specific expectation refers. Taken together, the overall expectations and specific expectations represent the mandated curriculum.

The organization of expectations into strands and subgroups of expectations is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups. The groupings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan lessons or learning activities for their students. The concepts, content, and skills identified in the different strands of each course should, wherever appropriate, be integrated in instruction throughout the course.

The specific expectations reflect the progression in knowledge and skills from level to level through (1) the wording of the expectation itself, (2) the examples that are given in the parentheses in the expectation, and/or (3) the "teacher prompts" that may follow the expectation. The examples and teacher prompts help to clarify the requirements specified in the expectations, and suggest the intended depth and level of complexity of the expectations. They have been developed to model appropriate practice for the various levels, and are meant to serve as illustrations for teachers. Teachers can choose to use the examples and teacher prompts that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

STRANDS

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-cultural Competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and that help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

Listening and Speaking

The Listening and Speaking strand has three overall expectations, as follows:

Students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

Oral language development lays the basic foundation for the acquisition of any new language, and paves the way for learning to read and write in that language. Well-developed listening and speaking skills in English are essential both for English language learners' successful social integration at school and in the community and for their development of the language proficiency in academic English that they will need to succeed in all aspects of the mainstream classroom program.

To develop their oral communication skills, English language learners need extensive opportunities to listen and to talk about a range of subjects, including personal topics, school subjects, and current affairs. ESL and ELD programs should provide many cognitively challenging opportunities for students to engage in listening and speaking activities tied to expectations from all the other course strands. Brainstorming to identify what students already know about the topic of a new text they are about to read, discussing strategies for how they will organize ideas in a writing assignment, presenting and defending ideas or debating current issues, and offering constructive feedback about work produced by their peers are all examples of richly integrated tasks that support the development of English language learners' listening and speaking skills.

English language learners need to develop listening skills for use in their interactions with others, for comprehension in less interactive formats such as classroom presentations and radio and television broadcasts, and for many other social and school purposes: to listen to directions, instructions, and school announcements in the beginning levels of instruction; to take point-form notes on classroom presentations in the middle course levels; and to provide a summary of a television or radio news report they have heard in the higher-level courses.

Similarly, English language learners need to build a broad range of speaking skills, both for conversational purposes and for academic purposes such as presenting ideas and information to their classmates. Beginning-level English language learners will need many opportunities to engage in brief conversations on personal topics, progress to speaking tasks such as sharing ideas about books in a literature circle at the intermediate level, and advance to presenting a classroom seminar or participating in a debate in the higher-level courses.

English language learners need rich and frequent opportunities to interact in the classroom in a purposeful way – for example, through collaborative learning in pairs and small groups that allows them to engage in listening and speaking for authentic purposes. Teachers should be a supportive source of input for English language learners' oral language development, offering instruction and feedback, as well as providing excellent models of the competence a first-language speaker would demonstrate in listening and speaking for both academic and social purposes. Teachers at all course levels should provide focused instruction and modelling of various features of the English grammatical and sound systems.

In addition, teachers should model the use of English conversational strategies that will facilitate smooth interaction appropriate to a variety of social and academic contexts, as well as the effective use of communication tools such as clarification, circumlocution, and repair to bridge gaps in students' current level of proficiency in English.

Reading

The Reading strand has three overall expectations, as follows:

Students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

Adolescents whose first language is English come to the task of reading at the secondary school level with a full repertoire of linguistic resources in English. In contrast, English language learners learning to read in English are at the same time in the process of acquiring English vocabulary and grammar, as well as phonological awareness of the sound system of English. Thus, secondary school English language learners who possess age-appropriate reading skills in their first language still face a number of learning challenges as they approach learning to read in English. These challenges may include differences in sound-symbol relationships between the reader's first language and English, limitations in learned English oral vocabulary, gaps in background knowledge, and lack of familiarity with the structure of English text forms.

Students in the ELD program with gaps in their prior education may be experiencing their first major foray into reading in any language, and thus may face an additional set of challenges. These might include lack of familiarity with the routines and expectations of the school environment, lack of reading-readiness concepts, and gaps in their general academic and background knowledge that would normally have been filled through childhood school attendance. An effective reading program for English language learners will take all these differences into account, and will provide rich and extensive opportunities for tapping into and building on students' background knowledge, developing vocabulary, modelling and thinking aloud by teachers and students, discussing texts, and participating in group reading and learning activities.

As English language learners develop their reading skills in English, it is important that they have many opportunities to read a wide variety of texts from diverse cultures and for a variety of purposes. By reading widely, students will develop a richer vocabulary, become more attuned to the conventions of written English in various genres, and increase their understanding of diverse world views. A well-balanced reading program will provide students with opportunities to read to widen their knowledge in all areas of the curriculum, to discover interesting information, for the pleasure of self-discovery, and for sheer enjoyment. Reading experiences that invite students to discover new worlds and to develop their imaginative powers will go a long way towards convincing them that reading can be a rich source of pleasure and knowledge. Such experiences are likely to lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

Reading is a complex process that involves the application of many strategies before, during, and after reading. Students need to identify which strategies are personally most helpful and how they can use these and other strategies to improve as readers. For example,

students might prepare before reading by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text and the vocabulary contained in that text. Students may need a teacher's help to make sense of the new English vocabulary and grammatical structures they will encounter in a text. Teachers can also help English language learners build the necessary background knowledge required to understand texts that these students may not have been able to acquire through their own experiences.

During reading, English language learners may use clues from context or from their understanding of language structures and/or letter-sound relationships to help them determine the meaning of unfamiliar words. They will also use a variety of comprehension strategies such as predicting, questioning, identifying main ideas, and monitoring comprehension to help them understand a text. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. For example, students might evaluate an author's perspective or bias in a piece of writing and discuss how that might affect the reader's interpretation.

To become fluent readers of English, students need to read frequently and develop the range of skills required to read for a variety of different purposes – to follow directions, to get advice, to obtain information, to build vocabulary, to obtain access to subject knowledge, and for personal interest and enjoyment.

Writing

The Writing strand has four overall expectations, as follows:

Students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

Current research confirms the similarity in the writing processes of both first- and second-language writers. As English language learners develop control over the language, their writing gradually begins to approximate standard English. The elements that go into writing in any language are essentially similar: selecting a topic; choosing and organizing the ideas to be included; framing the message appropriately for the intended audience; applying the conventions of written language such as grammar, spelling, and word choice; and applying editing, revising, and proofreading strategies to produce a polished piece of writing.

While the processes of English writing may be essentially similar for both first- and second-language writers, there are some important differences in what the two groups bring to the task. First, English language learners will surely experience some limitations in their expressive abilities in terms of vocabulary, grammar, and idiomatic expressions. In addition, English language learners may not have had the exposure to the various forms and styles of written English that first-language speakers have had. Students in the ELD program will not have had the same range of opportunities to practise and

develop writing skills that English language learners with consistent prior schooling have had, and may need extensive exposure to writing-readiness concepts, as well as to instruction about the purpose and structure of various forms of writing. In addition, all students need to be taught ways to avoid plagiarism when writing for reporting and research purposes. Teachers need to be aware of the differences between first- and second-language writers, and provide students with frequent opportunities to gain mastery over English language structure and the organizational patterns used in different types of texts.

Writing competence develops hand in hand with skills in other areas of English, especially reading. In many ways, the development of writing and reading skills is reciprocal. As students read a variety of texts, they build and develop a command of English vocabulary, become familiar with more complex English grammatical structures, and acquire an understanding of the organizational frameworks found in various genres of English writing. To become good writers of English who are able to communicate ideas with ease and clarity, English language learners need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various stages of the writing process. The more English language learners read and write, the more likely they will be to achieve full mastery in all areas of the mainstream curriculum.

Socio-cultural Competence and Media Literacy

The Socio-cultural Competence and Media Literacy strand has four overall expectations, as follows:

Students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media works.

English language learners arrive in Ontario schools from a multitude of cultural and linguistic backgrounds, each with its own norms and conventions for communicating in a range of social situations and contexts. To be fully proficient in any language, speakers of that language must learn to interact appropriately at different levels of formality with peers, teachers, community members, and employers. The ability to understand and use the different language forms and observe the behavioural norms that are appropriate in a wide variety of situations is an important part of socio-cultural competence and is also a critical factor in English language learners' attainment of full proficiency in English.

Newcomer secondary students also face the twin challenges of learning English and adapting to a new school system, a system that may be very different from the one they were previously accustomed to. English language learners need to learn to navigate the Ontario education system to maximize their potential for success. Through this strand, they will acquire the tools for success in the student-centred Ontario classroom environment by developing learning skills in such areas as teamwork, cooperation, time management, and initiative. English language learners also need to learn strategies for

planning for their future, through knowledge of a range of postsecondary pathways and destinations such as further education, apprenticeship training programs, or workforce opportunities.

Through the expectations in this strand, students will also demonstrate their understanding that the Ontario school system expects all students to treat each other with respect, dignity, and understanding. Students are entitled to receive equitable treatment in Ontario schools, regardless of differences in race, gender, place of origin, ethnic origin, citizenship, religion, sexual orientation, physical ability, or class and family status. Schools will not tolerate abuse, bullying, discrimination, intimidation, hateful words and actions, or any form of physical violence based on any of these differences. Students are encouraged through this strand to develop proactive problem-prevention strategies and peaceful conflict-resolution strategies that will allow them to interact respectfully and appropriately with each other and in the wider community. In addition, students will acquire knowledge about the contributions of the many linguistic and cultural groups that are at the heart of our diverse Canadian society, as well as a knowledge of Canadian geography, history, and civic issues that will empower them to participate fully as Canadian citizens.

This strand also includes expectations that help students to develop the media-literacy skills needed to understand, critically interpret, and create media texts in English. The plethora of print, screen, and electronic mass media messages directed at adolescents and youth makes the development of media literacy especially important for secondary students. The media-literacy aspect of this strand explores the impact and influence of mass media and popular culture by examining the art and messaging of texts such as films, songs, advertisements, television shows, magazines, newspapers, billboards, photographs, and websites. Because of the significant influence that implicit and overt media messages can have on students, it is important for students to develop the ability to evaluate such messages critically. Understanding how media texts are constructed and aimed at specific audiences enables students to respond to media texts intelligently and responsibly.

Because media texts tend to use idioms, slang, and Canadian and North American cultural contexts and references with which English language learners may not be familiar, media literacy is highly relevant to a strand that focuses on socio-cultural competence. However, media-literacy expectations also combine well with expectations in Listening and Speaking, Reading, and Writing.

ADAPTING ESL OR ELD COURSES FOR STUDENTS WHO SPEAK A VARIETY OF ENGLISH

ESL and ELD courses were designed for students with a language background other than English. These courses may need to be adapted for use with students who speak a variety of English such as those spoken in parts of the Caribbean and Africa. These students have considerable knowledge of English, even if they are newcomers to Canada. Schools should establish protocols for adapting ESL or ELD courses to meet the needs of students who speak different varieties of English.

English is an international language, and many varieties of English are spoken around the world. Standard English is a variety of English that is used as the language of education, and the language of law and government in English-speaking countries and/or regions, such as Canada, the United Kingdom, Ireland, Jamaica, the United States, Australia, many countries in Africa, and parts of India. Standard English is spoken with many different accents.

Some varieties of English are very different – not only in pronunciation, or accent, but also in vocabulary and sentence structure – from the English required for success in Ontario schools. For example, while many people in English-speaking Caribbean countries speak standard English, others speak a variety of Caribbean English Creole. These varieties are so different from standard English that many linguistic experts consider them to be languages in their own right. Students from some West African countries may also speak an English-related Creole language.

An initial assessment of proficiency in English can help identify those students who, although they may be English-speaking, may require instruction in some of the vocabulary and grammatical forms of standard Canadian English in order to succeed in Ontario schools.

Students learning standard English are not learning "better" English. Their variety of English is a valid form of communication in their linguistic community, and they will need to continue to belong to that community at the same time as they are learning standard English for success in school. As with all English language learners, the role of the school is to encourage students to value and maintain their own linguistic and cultural identities while enabling them to enter the larger society as bilingual and bicultural individuals, able to choose language and cultural norms that are appropriate in a given linguistic situation or cultural context.

PROCEDURES FOR PLACING ENGLISH LANGUAGE LEARNERS

Secondary schools should establish a specific process for receiving English language learners. All staff members, including administrative staff, should be aware of and understand the process. The placement process is aimed at successfully integrating English language learners in Ontario secondary schools, and has four major components:

- *Reception and orientation:* to provide a welcoming and inclusive environment for new students and their families
- *Initial assessment:* to determine each student's educational background, level of proficiency in English, and academic achievement
- *Placement:* to determine the best program and selection of courses for each student
- *Monitoring:* to keep track of each student's progress in second-language acquisition, academic development, and cultural adjustment, and to provide support as needed

English language learners may arrive in Ontario schools at any point during the school year. Special efforts should be made to ensure the effective placement and integration of students in classes that are already in progress.

Reception and Orientation

Supportive reception and orientation of new students and their families is a critical first step in the successful integration of English language learners into secondary school. This reception process may take place at a centralized school board reception centre or at the individual school site. During initial reception, assessment, and placement, several interviews and counselling sessions may be needed to share background information that will contribute to students' successful integration into the secondary school and to initiate open and positive communication with the home and family. The assistance of interpreters, school settlement workers, student ambassadors, and other community members can be very helpful during this process.

During the first interview, the interviewer should:

- obtain background information about the student, including personal history, circumstances of immigration, previous educational experience, education plans, and career aspirations. This information should be made available to the student's teachers;
- review any educational documents that students may bring to facilitate the granting of equivalent credits for previous secondary education, in accordance with policy directives, and in consultation with resource persons familiar with the education system in the student's home country;
- if documents are not available, gather information from the student and parents to find out about previous schooling, including the number of years completed;
- introduce the new student to a student ambassador – preferably one who speaks the newcomer's language – who will help orient the student to the school and its routines;
- provide essential orientation information to the student and family and establish a relationship that allows orientation to continue during the weeks and months ahead.

Orientation information may include the following: basic information about the structure of the school day and year; the names and telephone numbers of relevant community organizations and of important contact persons such as the guidance counsellor, the ESL or ELD teacher, the principal, and a bilingual contact person or interpreter; a description of support services available from the district school board; a description of important school norms and routines such as the dress code and emergency procedures; a description of the Ontario school system; and information on the role of parents in Ontario schools. It is helpful to have this information available in printed form so that newcomers are not overwhelmed by the need to assimilate a great deal of information all at once. It is also helpful to provide this information in the languages of the community.

Initial Assessment

The initial assessment of English language learners is an opportunity to obtain a clear picture of their educational, cultural, and personal background, their level of achievement in the subjects covered by Ontario's curriculum, their level of proficiency in English, and their linguistic, academic, and other needs, including any exceptionalities.

All students entering a new school require an accurate assessment of their needs, but the process takes longer when the students are recent arrivals from other countries or are beginning learners of English. The purpose of the initial assessment is to gather further information about each student's educational background and level of proficiency in English in order to select a suitable program. Assessment covers two key areas: proficiency in English and mathematical knowledge and skills.

Language assessment begins with the reception interview. Where possible, at least part of the assessment may be conducted in the student's first or dominant language to allow a broader view of his or her linguistic and cognitive development. For example, level of performance in reading and writing in English is seldom an indication of the student's level of literacy development. Students who are functioning at or above grade level in their own language may not be able to perform nearly as well in English. At the same time, there is a need to find out how proficient the student is in the language of instruction. With the help of these assessments, schools can make informed decisions about the student's academic and linguistic needs.

If appropriate resource personnel are available, an assessment of the student's oral and written skills in the first language may assist placement. A student's writing in the first language may provide some useful information, even to teachers who do not read that language, if they use the following questions as guidelines: Does letter or character formation appear to be appropriately developed for the student's age? How long does it take for the student to produce the piece? Does the student check and edit the piece? How simple or complex does the writing appear?

The assessment of the student's oral skills in English begins with the initial interview. The interview is appropriate as an assessment vehicle because it demonstrates the student's ability to meet the demands of everyday oral communication. The student may also be asked to participate in a conversation, describe or discuss pictures, listen to and retell a story, or explain a diagram or concept from a familiar subject area. The specific course expectations for Listening and Speaking may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

The most informative tool for assessing reading comprehension in English is an informal reading inventory, which consists of a graduated series of reading passages that assess reading comprehension. Each passage is accompanied by questions designed to focus on specific aspects of reading comprehension, such as understanding specific words and main ideas, finding details, following sequence, relating cause and effect, or making inferences. It may be necessary, however, to adapt some passages that contain culturally unfamiliar concepts. Also, caution is required in interpreting results. Results of a reading assessment in English reflect reading performance in the student's second language, not the student's level of first-language literacy development. The specific course expectations for Reading may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

If the student is able to participate in the reading assessment, it is appropriate to go on to an assessment of writing in English. Students with limited proficiency in English may respond to a picture by listing what they see. Someone with greater proficiency may construct a more detailed description or write a story. With a more advanced student, it is helpful to obtain writing samples of different kinds, such as a piece of personal writing, a narrative, a letter, a descriptive piece, or some expository writing. In all cases, a choice of topics within the student's experience should be provided. The specific course expectations for Writing may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

Many English language learners may find it easier to display competence with figures than with the words of a new language. Achievement in mathematics can provide a useful indication of a student's educational background and learning potential. However, since performance in mathematics depends on linguistic comprehension, limitations in the student's understanding of English should be taken into account in administering the assessment. It is also important to consider that elements in the mathematics curriculum may be taught in a different order in other countries. Assessment materials provided in students' first languages can be very helpful.

The mathematics assessment should begin with items related to *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*. If a student's performance on these items reveals significant gaps in mathematical knowledge and skills, it may not be advisable to conduct further assessment. In many cases, such gaps are attributable to lack of educational opportunity. Students who have missed some years of schooling may need placement in an accelerated upgrading program for the development of basic mathematical skills in preparation for placement in a Grade 9 mathematics course. Students who are able to demonstrate competence with most of the items on the assessment should then be assessed on expectations from the secondary school mathematics curriculum to determine program placement.

Placement

An interview should be arranged with the student and parents to review the assessment information and recommend a program of study. Students should be placed in a program that matches their educational experience and aspirations. In some cases, the choice of school may need to be discussed. The student and parents should be informed that the initial placement is *tentative*. Schools should monitor and revise the placement over a period of time. It is important to inform the student and parents that they, too, may initiate changes in the program.

English language learners who require ESL or ELD instruction should be placed in programs designed to meet their learning needs. Students, including beginning-level learners of English, should be placed in at least one mainstream class, to allow them to interact with their English-speaking peers. Most students with the necessary background in mathematics, for example, can participate successfully in mainstream mathematics courses, even if they have only beginning English proficiency. Also, the practical and interactive nature of some courses in the arts, health and physical education, and technological education makes them especially suitable for English language learners.

Assessment results may indicate that a student will succeed in mainstream classes. Such students may be placed immediately in the courses appropriate to the grade level and desired program of study, although their progress should be monitored to ensure appropriate placement.

If the assessment indicates that a student may be performing several grades behind his or her peers, this may not be the result of a learning disability. Low levels of first-language literacy skills or academic achievement can often be attributed to external conditions, such as disrupted schooling or limited access to schooling in the country of origin. With proper support, the student can be assisted in catching up with peers. However, it is important to keep in mind that some English language learners – about the same proportion as in the general school population – may have learning exceptionalities that are not related to lack of knowledge of the language of instruction or to gaps in their schooling. These students are discussed in the section "Planning ESL and ELD Programs for Students With Special Education Needs".

Monitoring

Schools should monitor the academic progress of each student. Although the initial assessment may provide sufficient information for a tentative placement, it is important to assess each student's progress on an ongoing basis. By keeping track of academic and linguistic development, schools can suggest appropriate changes to a student's program.

TRANSITION FROM ELEMENTARY TO SECONDARY SCHOOL

Many English language learners arrive in Grade 9 after several years in an Ontario elementary school, where various models for ESL and ELD support may be in place. Many of these students are still learning English, even though they may not have been receiving direct ESL or ELD support in Grade 8. Such students will benefit from ESL or ELD courses to help them cope with the linguistic demands of the secondary school program. Schools should establish protocols for easing the transition between elementary and secondary school.

TRANSITION TO MAINSTREAM ENGLISH COURSES

The transition to mainstream English courses is influenced by a number of variables, particularly the individual student's future educational goals, age, and the level of achievement he or she has attained in ESL or ELD courses. For example: a high-achieving fifteen-year-old student currently in ESL Level 4 who plans to go to university may benefit from completing ESL Level 5 prior to transferring into the Grade 11 English university preparation course (ENG3U); whereas an eighteen-year-old student currently in ESL Level 4 who plans to enter the workforce after graduation may be best served by transferring into the Grade 12 English workplace preparation course (ENG4E).

Some students may require more or less time than others to achieve the course expectations. Students who show exceptional progress may be able to meet the expectations of two ESL or ELD courses within the time frame for one credit: that is, 110 hours. These students would earn the higher ESL or ELD credit. Others may need to repeat a course or part of a course in order to achieve all the course expectations and earn the credit for

the course. Students entering secondary school as beginning learners of English or in the beginning stages of literacy development may need more than four years to complete diploma requirements or to meet postsecondary entrance requirements.

INTEGRATION OF STUDENTS INTO MAINSTREAM SUBJECT CLASSROOMS

The successful integration of English language learners into the academic and social life of the school requires all teachers to work together to support them. Although many students become proficient users of English for most day-to-day purposes within two years, students may take seven years or more to catch up to first-language English speakers in their ability to use English for academic purposes. Participation in ESL and/or ELD courses assists English language learners to make rapid progress; however, students who arrive as beginning learners of English during their secondary school years may not have enough time to catch up with their peers by the end of Grade 12. Reading textbooks, participating in academic discussions, or writing essays or examination answers may be much more difficult for these students than for first-language English speakers. Their relatively limited vocabulary may make reading some textbooks difficult, and in some cases, inexperience with complex sentence patterns may make it difficult for them to write as fluently as some of their peers. *Most students who have completed their ESL and/or ELD courses will therefore continue to need support from their subject teachers to achieve success.*

English language learners will have the best chance to succeed in classrooms where there is opportunity for extensive oral interaction with English-speaking peers. In evaluating achievement, it is important for teachers to recognize the value of the content and the organization of ideas in students' written work, as well as grammar, spelling, and word choice. In addition, teachers must provide instruction on specific features of English for those students whose written English indicates a need for such assistance.

English language learners need access to their first language as a tool for learning and thinking, at least until they are sufficiently proficient in the second language to use it for a wide range of academic purposes. The first language is the foundation upon which English proficiency is built. An insistence on "English only" may limit students' cognitive activity to their level of proficiency in their second language. Students' first languages therefore have a place in the classroom alongside English, and students may use their first languages in a variety of ways: for example, by consulting bilingual dictionaries, by making notes or preparing outlines and first drafts in their first language, or by working on specific activities with first-language peers before transferring to English.

Another way of helping English language learners succeed is to design lessons and activities and choose resources that recognize students' background knowledge and experiences. The subject teacher can also use the wealth of linguistic and cultural diversity in the classroom by encouraging students to share information with each other about their own languages and cultures. In this way, all students are enriched with a greater awareness of language and culture, and all students have a sense of belonging.

Subject teachers should practise differentiated instruction, incorporating appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include the following:

- modification of some or all of the course expectations, based on the student's level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, first-language material, simplified text, bilingual dictionaries, culturally diverse materials, field trips)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English)

When learning expectations in any course are modified for English language learners, (whether or not the students are enrolled in an ESL or ELD course), this must be clearly indicated on the student's report card.

For further information on supporting students who are English language learners, refer to the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, Ontario, 2005).

PROGRAM DELIVERY

There is flexibility in the delivery of ESL and ELD programs and the ways in which English language learners can be given support.

Delivery Models

Depending on local circumstances (i.e., distribution and number of English language learners within a particular district school board, size of school board), one or more of the following ESL and ELD program delivery models may be appropriate.

Local School Model

- The number of students is sufficient to sustain a full-service program for English language learners.
- The school contains an ESL and ELD department with qualified ESL and ELD teachers.
- The school offers a range of ESL and ELD credit courses.
- The school offers a range of other credit courses adapted to the needs of English language learners (e.g., geography, history, science).

Congregated School Model

- The number of students in local schools is not sufficient to sustain a full-service program for English language learners; learners are congregated in a magnet school, which serves students from the surrounding geographical area.
- The school contains an ESL and ELD department with qualified ESL and ELD teachers.
- The school offers a range of ESL and ELD credit courses.
- The school offers a range of other credit courses adapted to the needs of English language learners (e.g., geography, history, science, Civics, Career Studies).

Resource Support Model

- The number of students within a particular school board, geographical area, or individual school is not sufficient to sustain ESL or ELD credit courses.
- The school provides a qualified ESL and ELD teacher to offer regularly scheduled individual assistance on a resource basis.
- ESL and ELD professional resource support (provided by a qualified ESL and ELD teacher, consultant, coordinator) is available to classroom teachers.

Types of Support

Depending on the needs of individual students, one or more of the following types of support may be provided.

Intensive Support

Intensive support is suitable for English language learners who are in the early stages of learning English and/or who have had limited education. The timetable of each of these students includes an ESL or ELD course, supplemented, where numbers permit, with special sections of other subjects adapted to meet the needs of English language learners. In addition, these students must be integrated into at least one mainstream course to provide balance in the program and opportunities for interaction with English-speaking peers.

Students who arrive with little or no previous schooling need extra support to acquire basic literacy skills and academic concepts. In addition to ELD support, first-language assistance may also be provided, where resources are available, by teachers, trained and supervised tutors, or volunteers. In such situations, skills and knowledge acquired through the first language can be transferred into English and can help promote the acquisition of English.

Partial Support

Partial support is suitable for English language learners who have acquired some basic skills in using English and a foundation level of literacy. Such students take ESL or ELD courses at the appropriate level and, at the same time, take an increasing number of mainstream courses in other compulsory or optional subjects, at the appropriate grade levels that best suit their language needs and educational and career goals.

Tutorial Support

English language learners who are enrolled in a full program of mainstream courses may receive tutorial support from an ESL and ELD resource teacher, subject teachers, and peer tutors. This type of support is suitable for English language learners at all levels of English language proficiency.

Note: English language learners should "graduate" from ESL or ELD programs when they have attained the level of proficiency required to learn effectively in English. Although a student may leave formal ESL or ELD classes and become completely integrated into the mainstream program within two or three years, the student's progress should continue to be monitored until he or she has attained a level of proficiency in English similar to that of English-speaking peers.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 36–37;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (see pages 36–37) for level 3 represent the "provincial standard" for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in English as a Second Language or English Literacy Development can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "70–79% (Level 3)". Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Ministry of Education provides teachers with material such as exemplars that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. Exemplars include samples of student work that illustrate achievement at each of the four levels. (Adaptations can be made within the exemplar documents to align them with the revised curriculum.)

THE ACHIEVEMENT CHART FOR ESL AND ELD

The achievement chart that follows identifies four categories of knowledge and skills in English as a Second Language and English Literacy Development. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria. Within each category in the achievement chart, criteria are provided that are subsets of the knowledge and skills that define each category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors. A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness,

clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers. A specific "qualifier" is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student's performance at level 3 with respect to the first criterion in the Thinking category would be: "the student uses planning skills with *considerable* effectiveness".

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50 per cent or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course.

REPORTING ON DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

ACHIEVEMENT CHART – ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., information and ideas, themes in novels and short stories, literary devices, language variety)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., focusing an inquiry, gathering information, organizing a project)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., selecting, analysing, generating, integrating, synthesizing, evaluating, forming conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., reading process, writing process, oral discourse, research)*	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information in oral and visual forms *(e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works)* **and written forms** *(e.g., journals, notes, narratives, reports, résumés, stories, poems)*	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms *(continued)*				
	The student:			
Communication for different audiences and purposes in oral, visual, and written forms *(e.g., use of English in socially and culturally appropriate ways)*	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammatical structures, spelling, punctuation, style, usage)*, **vocabulary, and terminology of the discipline in oral, visual, and written forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN ESL AND ELD

INSTRUCTIONAL APPROACHES AND TEACHING STRATEGIES

Students in ESL and ELD courses will benefit from a content-based, thematic approach to lesson planning and delivery. All teachers should integrate language and content instruction so that students can develop academic knowledge and skills in specific content areas at the same time as they develop their English language skills. As well, teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practised in isolation. For example, students learning about regions of Canada may be involved in making a bar graph to compare annual precipitation in different regions. The cognitive activity consists of finding the information and recording it in graphic form. The language activity consists of describing the graph, orally and in writing, using newly learned vocabulary related to the subject matter. In addition, students will gain practice in using impersonal expressions such as *it rains, it snows,* and *there is/there are*. Students could then compare the annual precipitation in different regions of Canada and the world, using quantitative expressions such as *twice as much, half as much, five times more,* and *fifty per cent less*. The lesson could then continue with a description of the water cycle, and students might talk and write about a diagram of the cycle, using connectors such as *then, next, after that,* and *finally,* while following the rules for subject-verb agreement and comparative forms of adjectives.

Since language activities in ESL and ELD courses can include content from various subject areas, ESL and ELD teachers need to be aware of the expectations in other subject areas so that they can design relevant units of work for their students. In addition, subject teachers should pay attention to the uses and functions of language in their respective disciplines, in order to help all students, and most especially English language learners, to acquire the specialized vocabulary and language skills needed for success in particular subjects.

Special sections of other subjects adapted for English language learners should include the expectations of the mainstream course while focusing on general literacy development and the language conventions of the subject itself. This approach is most suitable for courses that require a great deal of background knowledge and/or experience that recently arrived students may not have, and for courses that require a high level of proficiency in English. For example, in science and technological education courses, students need practice in using the passive voice to write laboratory reports or describe processes. In mathematics courses, students need to understand and use expressions for comparing quantity, speed, and size, and words and phrases that indicate specific mathematical operations. In history, students need to become familiar with a wide range of tenses, words, and phrases that indicate chronological order and causal relationships among ideas and events.

All teachers should remember that English language learners need frequent opportunities to produce language in both written and oral formats. Students need to have plentiful opportunities to communicate with teachers and classmates through a range of interactive activities such as instructional conversations, cooperative group work, jigsaw activities, literature circles, writing conferences, peer tutoring, and community outreach tasks. Students also need to receive feedback in a respectful and helpful manner. English language learners need to be given sufficient wait-time to formulate their thoughts in a second language before they are expected to answer questions or contribute ideas in class. Teachers should focus on communication first, responding to the content of what the student is trying to communicate, before rephrasing in order to provide a model for the student. Focusing on only one or two errors at a time, in both oral and written work, will yield the most enduring results for English language learners. It is important to remember that making errors is a normal and useful part of the language learning process, allowing students to make and test hypotheses about the English language and to apply knowledge and strategies from their first language and prior experiences.

More detailed descriptions of effective teaching strategies can be found below.

Anticipation Guide. The anticipation guide is a strategy used to activate students' prior knowledge by asking them to identify their existing opinions and attitudes before reading a text. Prior to reading a text, students are asked to examine and respond to a series of teacher-generated statements that may reflect their pre-reading beliefs and knowledge about a topic. After reading the text, the students revisit the statements to explain how their opinions may have changed as a result of their reading. The anticipation guide also provides an excellent springboard for discussion of students' opinions and beliefs. Reading selections that may challenge students' beliefs and opinions on science and technology, the environment, history, and current affairs all provide appropriate vehicles for the use of the anticipation guide.

Bilingual Books and Labels. Bilingual books allow students to use their first-language knowledge to help them make sense of English text. The use of bilingual books in the classroom affirms and celebrates students' home languages and cultures, and sends a clear, positive message about the rich contribution of multilingualism to Canadian society. A wide variety of bilingual books is available commercially. In addition, students can create their own bilingual materials using their own stories or by gluing their translations into published English books already available in the classroom.

Teachers can also provide multilingual word lists, dictionaries, and glossaries to students, often using students' own contributions. Themed bulletin-board displays can highlight vocabulary in many languages (e.g., mathematical terms, or ways to say hello, offer praise, or say thank-you in a multitude of languages).

Cloze Procedure. The cloze procedure is a "fill-in-the-blanks" technique used to assess reading comprehension and to teach new vocabulary. In the classic cloze procedure, students read a passage from which every seventh word has been deleted and fill in the blanks to demonstrate their overall comprehension of the passage. However, the cloze procedure can be applied selectively to any words in a passage, to adapt the assessment to the student's language level, and to concentrate on specific vocabulary items or grammatical structures, such as content-specific vocabulary, prepositions, or verb tenses. A word bank can also be supplied with a cloze passage to provide additional support for students.

In addition to being used for individual student work, a cloze passage can be presented as a whole-class or group activity, with the teacher reviewing the text on a chart or overhead transparency. A cloze activity can also be done in pairs or small groups using a pocket chart or large sticky notes on chart paper.

Other cloze variations include the oral cloze, in which students learn to predict what word is to come by using structural and context clues, and the jigsaw cloze, in which several students each receive different words deleted from the same passage and work together to recreate the entire text.

Cooperative Learning. Cooperative-learning techniques allow students to work together as a team to accomplish a common learning goal. A cooperative-learning group may work together to complete a research project, prepare a media broadcast, or publish a newsletter.

In cooperative group activities, group members each take on a specific task they are responsible for, such as gathering materials, taking notes, or ensuring that the group keeps to its timelines. While participating in the cooperative-learning activity, students have numerous opportunities to practise the language necessary for the smooth functioning of the group: for example, how to make suggestions, express opinions, encourage others, and disagree politely.

In addition to the final product produced by the group, an important aspect of the cooperative-learning process is having each group member examine how the group functioned in its task and evaluate his or her own contribution to the group process. Discussions, journal entries, and self-evaluation checklists are some ways in which students can reflect on the group work process and their part in it.

Dictogloss. Dictogloss is an activity in which students recreate a text read aloud in class. This strategy supports English language learners in listening to and recalling good English language models, while providing them with opportunities to collaborate and negotiate with their peers.

In the dictogloss strategy, the teacher first chooses a text and reads it aloud to the class at least twice. Teachers can make use of a variety of texts for a dictogloss activity: literature excerpts, content-area paragraphs, news items, narrative descriptions, and even technical procedures. After hearing the passage read aloud, students work in small groups to write down key words and phrases, and then try to reconstruct the text. This is followed by group editing and proofreading, then comparison of the texts generated by various groups. The activity culminates with a whole-class comparison of the reconstructed texts with the original text. The goal of dictogloss is not to produce a text that is identical to the original but to create one that is well worded and has the same information as the original.

Free Voluntary Reading. Many educators believe that one of the most important strategies they can employ with second-language learners is free voluntary reading (sometimes referred to as sustained silent reading). This strategy is grounded in the idea that reading is one of the most significant activities we can engage in at school. Free voluntary reading provides students with regular, sustained periods of time in which to read materials of their own choice. The focus of free voluntary reading is on improving students' reading skills while helping them to find pleasure in independent reading.

Free voluntary reading should occur at frequent, regularly scheduled times, with everyone in the class taking part (including the teacher, because the modelling of reading for enjoyment is an important aspect of the activity). Students select their own reading material from books, magazines, manuals, newspapers, or graphic novels brought from home or found at school. Teachers of English language learners should stock their classroom libraries with a selection of reading materials at different levels, including wordless and picture books, catalogues, brochures, flyers, and materials adapted for English language learners. Students can keep brief logs of the items read to allow students, teachers, and parents to track reading preferences. Time for sharing and recommending books can also become part of a free voluntary reading program.

Graphic Organizers. The use of visual supports to increase English language learners' understanding of texts is an especially powerful teaching strategy. Graphic organizers, often also referred to as key visuals, allow students to understand and represent relationships visually rather than just with language, providing helpful redundancy in making meaning from the text. Graphic organizers can be used to record, organize, analyse, and synthesize information and ideas. Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, story map, flow chart, and problem-solution outline.

The use of a graphic organizer is extremely helpful when carried out initially as a class or group brainstorming activity. The graphic organizer provides a way of collecting and visually presenting information about a topic that will make it more comprehensible for English language learners.

When using different graphic organizers, teachers should point out and model for students how particular graphic organizers are especially suited to various types of text organization. For example, the T-chart provides an ideal framework for visually representing comparison and contrast, while the flow chart is well suited to illustrating cause-and-effect relationships.

Guided Reading. Guided reading is a strategy that provides the scaffolding necessary for English language learners to tackle a challenging text. In guided reading, the teacher meets with a group of students who are all reading at the same level. The teacher guides the students through the text with a series of structured activities for use before, during, and after reading the text. Pre-reading activities can include brainstorming, making predictions about the text, or posing questions to be answered from the text. Students then read/reread the text, using a combination of silent, pair, and group reading. During reading of the text, the teacher can provide mini-lessons to individual students on a particular grammatical structure, vocabulary item, or content question related to the text. The individual coaching that takes place in guided reading allows the teacher to focus on the needs of individual students in developing reading skills and strategies. After reading, the teacher structures response tasks to match the reading proficiency level of the group. For example, students can revisit the predictions made before reading the text; identify and describe characters; compile a chart of adjectives to describe characters' feelings at various points in a story; or compare the theme of the story with that of another the group has read.

Guided Writing. In guided writing, teachers provide direct instruction on aspects of the writing process, as well as supplying direct supports for English language learners writing in English. These supports may include furnishing sentence starters or words to include in writing, providing a paragraph or essay outline to help students structure their writing, or presenting models of successful writing in various genres or forms.

During a guided-writing activity, the teacher first provides pre-writing activities, such as a group brainstorm on what should be included in a piece of writing. The teacher then takes students through the process of producing a piece of writing by first modelling the process in a think-aloud and then perhaps creating a shared piece of writing with the whole class. Students then engage in their individual writing process, while the teacher may provide focused mini-lessons to small groups or individuals who are having difficulty with particular aspects of the writing. During the guided-writing process, the teacher will also provide opportunities for students to engage in peer editing, self-editing, and revision of their writing.

Information-Gap Communication Games. In these activities, often done in pairs, students share information with each other in order to solve a problem or arrive at a decision. In information-gap activities, students exchange new information, rather than responding to questions in class about material they have already covered.

Information-gap activities can focus on content concepts, vocabulary items, or grammatical structures currently being studied by the class. For example, in pairs, students can construct a timeline of events leading up to Canadian Confederation, with one-half of the historical events randomly assigned to each student. It is essential that partners do not show their information to each other. Instead, they must use their oral English communication skills to convey information to their partner in order to reconstruct the entire timeline. These games are sometimes called barrier games, because student pairs may use a physical barrier such as a file folder to hide their information from each other.

Further examples of information-gap games include the following: one student orders a series of pictures on a grid, and communicates orally to a partner how to order the same set of pictures without the partner being able to see the original order; or one student, using a map, gives directions to a partner about how to find various points of interest in their city or town that are not marked on the partner's map.

Jigsaw. Jigsaw is a cooperative group activity in which one segment of a learning task is assigned to each member of a small group (the "home" group). All home group members then work to become an "expert" in their aspect of the task in order to teach the other group members. Jigsaw activities push all students to take equal responsibility for the group's learning goals. Jigsaw activities can be done in both listening and reading formats.

In a jigsaw reading activity, each student becomes a member of an "expert" group, which reads a certain section of a text. Experts then return to their home groups to share information and thus build a complete picture of the entire text. Each expert must ensure that all members of the home group understand all the information. In a jigsaw listening activity, each expert listens to a different oral excerpt of information. The home group then compiles the components into an overall report, such as a description of the habitats of various Canadian animals, or a brief overview of various First Nation peoples across Canada.

Journal Writing. Journal writing is a technique that encourages students to produce copious amounts of writing while also giving them the opportunity to reflect on their experiences and learning. Journal entries can be personal and private responses to students' own experiences and thoughts, or they can be shared with a teacher or journal buddy, creating a flowing, written dialogue between two partners. Another type of journal response is the "in-role" journal, in which students maintain a journal in the voice of a character from a story or novel and convey the character's reactions and feelings as the story unfolds.

Prompts for student journal writing can be drawn from literature being studied, classroom topics and current issues, events in the lives of students, or questions or open-ended statements presented by the teacher. When responding to student journal entries, the teacher should focus on the content rather than any errors in the writing. A journal is not the place for correcting students' grammar mistakes. Teacher responses should provide good written English-language models, sensitive prompts for more writing, and overall encouragement for the journal-writing process.

English language learners at the beginning stages of acquiring English should be encouraged to maintain a journal in their first language. As English proficiency develops, students will feel more comfortable moving to a dual-language format and, finally, to keeping an English-only journal.

K-W-L. K-W-L, which stands for *Know, Want to Know, Learned,* is a strategy that helps students build background knowledge and plan for further learning and research. The K-W-L strategy gives teachers a picture of the class level of background knowledge on a particular topic so that gaps can be addressed. It also helps students prepare to learn about the topic or theme.

To complete a K-W-L chart, the teacher asks students what they think they already know about a topic and fills in the K column with their responses. Then the teacher prompts the students to state what they would like to know about the topic, and adds these details to the W (middle) column. At the end of the lesson or unit, the students review what they have learned. This summation will complete the L (final) column of the chart.

In order to activate students' background knowledge and stimulate their curiosity, teachers can supply pictures, maps, models, and objects related to the topic to be studied. When the teacher initiates the K-W-L chart, students will be eager to offer what they know and to delve further into the topic as their interest is provoked by the prompts the teacher has supplied.

Language-Experience Approach. In this instructional strategy, students collectively compose a written text based on an experience they have had. An excellent method for use with beginning readers, the language-experience approach allows students to see the connections between their actual experiences and the spoken and written language, while reading texts that are immediately meaningful to them.

Students first participate in an experience such as a school tour, art lesson, science experiment, or field trip. The teacher then engages the class in a discussion of the experience and records the students' dictated words and sentences about the experience to create a short text or story on chart paper or an overhead transparency.

Teachers can utilize class-created language-experience stories for many purposes, including highlighting sound-symbol relationships, grammatical structures, word formations, and vocabulary study. The stories can be incorporated into class and school newsletters or compiled into individual student booklets for rereading and illustration.

Learning-Strategy Instruction. Learning strategies are techniques that facilitate the process of understanding, retaining, and applying knowledge. Making learning strategies explicit so that students can apply them successfully to both language and content learning is a powerful classroom technique. Through building a repertoire of learning strategies that they can use in reading, writing, and vocabulary development, English language learners take more responsibility for their own language learning and success in school. Examples of learning strategies include: using mnemonic devices to remember new words; using a highlighter to emphasize important information when reading; preparing cue cards to study for a test; and observing peers to learn more about Canadian culture and language.

To help students become aware of their own learning processes and increase their repertoire and use of learning strategies, the teacher can prepare a questionnaire or survey to gather information on how students complete an assignment on time, learn and retain new words, or organize and learn from their notes. Class discussion then generates a larger class list of strategies, to which the teacher may add additional techniques and tips. The teacher can then round out the experience by asking students to write a reflection on growth and changes that have occurred in their learning process as a result of the application of new learning strategies.

Literature Circles. Also known as literature study groups or book clubs, literature circles provide an opportunity for a group of readers to get together to talk about a book in depth. The literature circle allows students to engage in natural and motivating talk about books while sharing ideas in a small-group setting.

Teachers can structure a variety of activities for the literature circle: for example, a "parking lot" for thoughts and feelings about the book; questions to stimulate thinking about the text and guide discussion; and concluding activities such as book talks, dramatic presentations, or visual art that illustrates or interprets the text.

Literature circles offer an excellent forum for English language learners to become familiar with ways of talking about literature as they share their responses to books and connect characters and themes in books to their own lives.

Personal Dictionaries. This strategy allows individual English language learners to build vocabulary that is significant to them and relevant to their needs. Students can compile their personal dictionaries thematically or alphabetically, and can embellish them with aids such as bilingual translations, visuals, and even accompanying pronunciation tapes made with the aid of a first-language English speaker. A personal environmental print collection is another form of personal dictionary helpful to students at the beginning stages of English literacy development.

Students can be encouraged to extend the personal dictionary into a vocabulary journal in which they jot down associations with words, common accompanying adjectives, and contexts in which they have heard or read the words.

A personal dictionary task for more advanced learners might be to compile a personal thesaurus with lists of different and more specific words to express nuances of very general words: for example, *move (crawl, jump, slither)* or *say (whisper, shout, mumble).*

Role Play. Role play allows students to simulate a variety of situations, using different registers of language for different purposes and audiences. Through role plays, English language learners can practise English as it is used in situations outside the classroom, such as in job interviews, meetings, and formal gatherings. The role-play strategy also allows students to take different perspectives on a situation, helping them to develop sensitivity and understanding by putting themselves in the shoes of others.

Even students who are at the beginning stages of English language learning can participate in role-play activities – for example, by choosing a non-verbal role-play format, or by sticking closely to the script of a simple folk tale or story read in class. For students at more advanced levels of English proficiency, a "vocabulary role play", into which the student must creatively integrate certain vocabulary items, can create an enjoyable challenge.

An important phase in any role-play activity is the follow-up. Debriefing after a role play allows students to analyse the role-play experience and the language used, and to make suggestions for other language choices in future situations.

Sentence Frames. A sentence frame is an open-ended model of a particular sentence pattern into which students can insert various words to complete the sentence. Sentence frames help beginning English language learners to develop vocabulary as well as an awareness of English sentence structure. Teachers can introduce sentence frames to focus on various sentence structures such as questions: *Where is the* _____ *?*; or repeated actions: *Every day at 9:00, I* _____ *; every day at 10:00 I* _____ .

Students can compile their frame sentences into individual illustrated books; construct a class pattern book on a shared theme such as favourite school subjects or sports; or create class poems using sentence frames that can be read in rhythm (e.g., *I like*_____ , *but I don't like* _____).

Strategic Use of First Language. Strategic use of students' first languages in the classroom allows students the opportunity to build bridges between concepts they already know in their home language and the English words for those concepts.

There are many ways to integrate the strategic use of students' first languages into classroom activities. The following are some examples:

- A small group of speakers of the same language can brainstorm ideas and information on a new topic in their first language before the whole class brainstorms in English.
- Students can write a first draft of a composition in their first language before moving on to a draft version in English.
- Students can collect articles from multilingual media sources on a common topic before reading about the topic in English.
- Students can write bilingual stories, folk tales, and autobiographies and then record them on tape in English and the first language.
- Students can create multilingual websites with multilingual captions and articles.
- A class can develop school or community information and orientation materials in a variety of community languages.

Surveys and Interviews. English language learners can engage in meaningful oral communication with each other and with others outside the classroom through the completion of surveys and interviews. Students can collect information on many topics and issues: for example, how classmates spend their time during an average day; languages and countries of origin represented in the school; favourites from the world of music, movies, or television; health and wellness lifestyle choices; steps that classmates and friends are taking to decrease energy consumption; and cultural studies such as current popular Canadian names for babies or new slang terms popular with peers.

Students need to prepare for, conduct, and follow up on surveys and interviews by formulating questions; using oral interaction to collect data; and organizing, displaying, and interpreting the results.

Interviews and surveys provide opportunities for authentic interaction with a wide variety of speakers, as well as occasions for students to investigate behaviours and opinions in order to increase their cultural knowledge of Canadian society.

Think-Aloud. In the think-aloud strategy, the teacher models out loud the strategies that good readers use when dealing with complicated texts, or demonstrates orally various strategies that writers use to think about and organize their writing. The think-aloud strategy gives students a chance to "get inside" the thought processes behind the use of reading and writing strategies.

For example, the teacher reads aloud a brief passage to the class and describes in detail his or her own thinking process when an unknown word is encountered, including using information from context clues and background knowledge that could help in comprehending the new word. Or, when teaching writing, the teacher models aloud the strategies used in writing an employment-search cover letter while composing the letter on a chart, overhead transparency, or data-projector display. During this process, the teacher verbalizes for students the step-by-step composition of the letter, while deliberately describing the strategies, vocabulary, and content chosen in the process of writing the letter.

Total Physical Response. Total Physical Response is based on recreating the process through which very young children acquire their first language. Young children learning their first language always listen and acquire language before they are ready to speak. Toddlers often develop comprehension through carrying out actual physical actions, and are not pressured to speak before they are ready.

In the Total Physical Response technique, the teacher models a series of actions while repeating commands or instructions for carrying out the actions. The students carry out the actions while the teacher speaks and models the actions. Gradually, the teacher withdraws modelling of the actions, and the students respond physically to the English commands or instructions, slowly internalizing the English words and structures. Language learning is thus facilitated through body movement in a fun and relaxed atmosphere.

There are many ways to implement the Total Physical Response strategy for beginning English language learners. Teachers can lead students through a series of actions such as the following:

- pointing to or rearranging a series of objects
- drawing lines, figures, or pictures
- sequencing a series of pictures
- carrying out a process such as completing a morning grooming routine, checking e-mail, opening a locker, or heating liquid in a Bunsen burner in chemistry class

Total Physical Response sequences can form the basis for language-experience story writing. Another extension is in storytelling, in which students first listen to a story read and acted out by the teacher, after which groups act out the story on their own as the teacher retells it to the class.

Whole-Class Response. This strategy allows the teacher to involve all students in the class in giving responses to review questions. It supplies information to the teacher about which students are having difficulty while allowing all English language learners to participate in a low-stress, linguistically adapted activity that is fun for everyone.

Before beginning a question or review session, students create response cards with content-specific words, symbols, or pictures from the lesson. Information on the cards could consist of English vocabulary items, geographical names or features, scientific or mathematical terms, or even the words *yes* and *no*. Then, in response to the teacher's questions or prompts, students hold up the appropriate card or combination of cards. A similar whole-class response activity can be done using individual dry-erase boards or magnetic letter boards.

Word Walls. Word walls are lists of words displayed in the classroom for vocabulary development and word study. They can be arranged alphabetically or thematically, and are often accompanied by drawings, photographs, and other visuals and/or by word equivalents in other languages. A prominent word wall on a classroom unit of study provides constant reference to and reinforcement of the vocabulary needed to understand the unit.

Teachers can use the word wall as a springboard for word sorting and categorization, spelling activities, and the study of prefixes, suffixes, and word families.

PLANNING ESL AND ELD PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. *Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006* endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning ESL and ELD courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course in order to determine which of the following options is appropriate for the student:

- no accommodations[2] or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at http://www.edu.gov.on.ca.)

Students Requiring Accommodations Only

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

2. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

If a student requires "accommodations only" in ESL or ELD courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify *how the required knowledge and skills differ from those identified in the course expectations*. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should *specify the precise requirements or tasks on which the student's performance will be evaluated* and which will be used to generate the course mark recorded on the Provincial Report Card.

Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed *in each reporting period* (*IEP Standards, 2000*, pages 10 and 11). The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, page 11).

If a student requires modified expectations in ESL or ELD courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

ANTIDISCRIMINATION EDUCATION IN PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

The ESL and ELD program provides many opportunities to support the principles relating to antidiscrimination education. The ESL and ELD program should enable students to recognize the contributions of various cultures to Canada including the unique role of Aboriginal people in the historical and cultural development of the country. The wealth of linguistic and cultural diversity in ESL and ELD classrooms allows students to share information with each other about their own languages and cultures and about their experiences of their native countries and as newcomers to Canada. This will help students to develop a sense of personal identity and belonging. Teachers should seek to provide inclusive learning resources and materials representing diverse cultures, backgrounds, and experiences in order to reinforce students' self-identity. Both students and teachers should explore aspects of intercultural communication – for example, how different cultures interpret the use of eye contact and body language in conversation and during presentations. Teachers should be aware of global events that may affect students and that can also be used as opportunities for instruction.

Resources should be chosen not only to reflect the diversity of the student population but also on the basis of their appeal for both girls and boys in the classroom. Recent international research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both girls and boys.

In the ESL and ELD program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. They also learn to use inclusive and non-discriminatory language in both oral and written work.

Active, responsible citizenship involves asking questions and challenging the status quo. The ESL and ELD program leads students to look at issues of power and justice in society, and empowers them by enabling them to express themselves and to speak out about issues that strongly affect them.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy, mathematical literacy, and inquiry / research skills are critical to students' success in all subject areas of the curriculum and in all areas of their lives.

The Ministry of Education has produced or supported the production of a variety of literacy resource documents that teachers may find helpful as they plan programs based on expectations outlined in this curriculum document. These resource documents include the following:

- *Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005*
- *Think Literacy: Teacher Librarians, Grades 7–9*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: English as a Second Language/English Literacy Development, Part I, 2004*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: English as a Second Language/English Literacy Development, Part II, 2005*

The ESL and ELD curriculum reinforces and enhances certain aspects of the mathematics curriculum. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the ESL and ELD curriculum emphasizes students' ability to understand, interpret, and use graphic texts. Teachers may find the following resources useful in this context:

- *Leading Math Success: Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario*
- *TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied, 10 Applied*

All of the resources cited are available on the Ministry of Education website, at www.edu.gov.on.ca.

Inquiry is at the heart of learning in all subject areas. In ESL and ELD courses, students will develop their ability to pose questions and to explore a variety of possible answers to those questions. Students will develop research skills in order to locate, extract, and organize information for learning projects and goals. They will learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts. As they advance through the course levels, students will be expected to use these sources with increasing sophistication, including acquiring the ability to reword information to avoid plagiarism. They will also be expected to cite and evaluate critically the sources they use in their research.

THE ROLE OF THE SCHOOL LIBRARY IN ESL AND ELD PROGRAMS

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively. The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning;
- obtain access to materials in their first language that will help clarify concepts and support their learning while they are developing proficiency in English.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN ESL AND ELD PROGRAMS

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. Computer programs can help students collect, organize, and sort the data they gather, and write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

CAREER EDUCATION

English language learners require special attention in the area of career education. These students need guidance in exploring the full range of educational and career opportunities available to them in their new country and/or educational setting. In addition to offering classroom activities that build on the strengths, abilities, and language that students bring with them, teachers should adapt career education materials as needed and provide students with career-related opportunities such as career research, job shadowing, and field trips.

COOPERATIVE EDUCATION

Cooperative education and other workplace experiences, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life experiences. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer-employee relations.

English language learners need special consideration and support in order to take advantage of the opportunities offered by cooperative education and other workplace experiences. Their level of proficiency in English and their experience in Canadian society must be considered in order to place them appropriately in cooperative education, work experience, and community service programs. The adults with whom students will interact need to be sensitive to the students' needs as newcomers to Canada. Some students may benefit from being placed with mentors from their own culture who can serve as role models and who can provide support and guidance in the students' first languages as well as in English. English language learners also bring valuable talents to the community and the workplace, and their language backgrounds and cultural knowledge may be a special asset. For example, with appropriate training, students may be able to provide valuable bilingual services in the school or in neighbouring elementary schools.

Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their

rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety.

Students should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment. Policy/Program Memorandum No. 76A,"Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least fourteen years of age and are on placements of more than one day. (A one-day job-shadowing or job-twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.*

All cooperative education and other workplace experience will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.*

THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS

Teachers planning programs in ESL and ELD need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual, Web-based resource that enhances the relevance of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of "Essential Skills", such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving, and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative-education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. The Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit: http://skills.edu.gov.on.ca.

HEALTH AND SAFETY IN ESL AND ELD

Students who are recent arrivals from other countries may need special health and safety information while they are learning the language of instruction. The ESL and ELD program should include health and safety topics, especially in Level 1 and 2 courses. For example, students should learn to read warning signs and notices and respond appropriately to them, and should be made familiar with emergency procedures at school and in the community. Some newcomer students who are adjusting to new foods and ways of buying, storing, and preparing food need information about nutrition and food shopping (e.g., expiry dates, nutritional labelling). Other topics that should be covered include appropriate names for parts of the body and biological processes, and health-care services. It is important to value cultural differences in these areas while ensuring that students receive key information related to their health and well-being.

Beginning learners of English in courses in technological education, social science and humanities, health and physical education, the arts, and science will need special instruction regarding safety procedures. A peer who speaks a student's first language or a shared common language may be partnered with the newcomer to provide assistance when necessary. Signs and notices in students' own languages and/or visual illustrations of safety procedures will also be helpful.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many. ESL and ELD programs should include topics related to the adjustment process that students experience during their first few years in a new country. As well, teachers need to be especially sensitive to the special needs of students who have experienced the effects of war, the death of family members, family separation, and traumatic flight from situations of extreme danger.

Health and safety issues may come to the fore when learning involves field trips. Out-of-school field trips provide an exciting and authentic dimension to English language learners' school experiences. They also take the teacher and student out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan activities and expeditions carefully to protect students' health and safety.

COURSES

English as a Second Language ESL Level 1

Open **ESLAO**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in simple directions, instructions, and short classroom presentations on personal and familiar topics, with contextual and visual support *(e.g., respond non-verbally to classroom directions; follow a series of Total Physical Response commands to arrange objects; follow directions to order a group of pictures; retell key events from a simple story read aloud; arrange symbols on a map while following a short, visually supported teacher presentation)*

Listening to Interact

1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations *(e.g., answer questions about personal information, interests, and experiences; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in simple spoken interactions on personal and familiar topics *(e.g., ask and respond to simple questions about name, age, family, favourite school subjects, weather, leisure activities, and places and services in the community; express likes and dislikes related to particular food, music, and recreational activities; play simple interactive games such as "Broken Telephone" or "Twenty Questions")*

Using Conversational Strategies

2.2 use a few familiar conversational expressions and simple non-verbal communication cues to negotiate simple spoken interactions *(e.g., simple courtesy expressions such as "Please", "Thank you", "I'm sorry", "Can I help you?"; attention-getting expressions such as "Excuse me", "Could I please have …"; conversation-closing expressions such as "It was nice to meet you", "Sorry, I have to go now"; non-verbal cues such as nodding and head shaking)*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in simple, highly structured situations *(e.g., identify science equipment and explain content area concepts such as geometric shapes and mathematical operations while referring to a student-created poster; tell part of a story in a round-robin storytelling activity; retell key events from a photo montage or picture sequence)*

Teacher prompt: "Please tell the class five facts (or things) about your topic. Use your poster to help you explain."

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

Teacher prompt: "How do you make the word 'chair' show more than one (or plural)? How do you make the word 'water' plural? How are they different? Why?"

Sound Patterns

3.2 use appropriately a few basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., distinguish between short and long vowels [**l**ip/**l**ine]; consonants and consonant clusters [**t**ea/**tr**ee/**thr**ee]; and voiced and unvoiced consonants [**b**it/**p**it]); finish statements with falling intonation and questions with rising intonation)*

Teacher prompt: "Listen to my voice when I read these questions. What do you hear at the end of each question? Move your hands to show what my voice does."

Communication Strategies

3.3 use a few basic clarification strategies appropriately to bridge gaps in spoken communication *(e.g., use gestures and mime to clarify meaning; ask for repetition when they do not understand a message)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a few different types of simple texts designed or adapted for English language learners *(e.g., written instructions, group language-experience stories, simple personal information forms, brief information paragraphs, levelled readers)*

Demonstrating Understanding

1.2 demonstrate an understanding of simple texts in a variety of ways *(e.g., follow a recipe; participate in a group retell activity; order words or sentence strips in a pocket chart; match Canada's provinces and territories with their capital cities)*

Responding to and Evaluating Texts

1.3 respond to simple texts created or adapted for English language learners *(e.g., create a pictorial representation of a story; write a journal entry about a text; take part in a dramatic tableau or an enactment of a text in reader's theatre)*

Text Forms

1.4 identify the characteristics of some simple text forms *(e.g., instructions: numbered steps; telephone and address listings: alphabetical order by surname; timetables: date, name of activity; product labels: expiry date, bar code; checklists: columns and rows; greeting cards: identification of purpose, such as "birthday", "thank you"; simple poems: line breaks, end-of-line rhymes)*

Literary Elements

1.5 identify some simple literary elements in short prose texts and simple poems on familiar topics *(e.g., rhyming words, descriptive adjectives, repeated words)*

Teacher prompt: "What words do you see repeated (or used again and again or used more than one time) in this poem? Why do you think the author repeated those words?"

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a few reading comprehension strategies before, during, and after reading to understand texts *(e.g., preview vocabulary; create key questions as a class before reading; brainstorm and relate prior knowledge and experiences to topics in texts; apply sight recognition and phonetic decoding to read words and sentences; use pictorial clues to predict meaning; reread key words to clarify meaning)*

Teacher prompt: "How does the picture help you to understand or guess what the paragraph (or written text) will be about?"

Text Features

2.2 identify some features of simple texts that help convey meaning *(e.g., titles, headlines, illustrations and photographs, captions and labels, charts, graphs, symbols, page numbers, table of contents)*

Connecting Devices

2.3 identify a few simple connecting devices and transition words that are used to show relationships among ideas in simple texts *(e.g., numbered or bulleted steps in a process or list; transition words such as "and", "but", "then", "because")*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a few simple vocabulary acquisition strategies to build vocabulary *(e.g., use pictures and illustrations to clarify meaning; make word lists of personally relevant vocabulary ["locker", "hockey", "mosque"]; compile thematic lists of key concept vocabulary for classroom study ["journal", "topic", "assessment"]; use bilingual stories to infer meanings of English words)*

Teacher prompt: "What strategies help you (what do you do) to learn and remember new words?"

Word Recognition Strategies

3.2 recognize simple patterns of word structure and use them to determine the meaning of unfamiliar words *(e.g., regular and irregular plural noun endings, regular present and past tense verb endings, regular comparative and superlative adjective endings)*

Use of Resources

3.3 use a few different resources to determine and/or confirm the meaning of unfamiliar words *(e.g., use pictorial and bilingual dictionaries, classroom word walls, and personal word banks to confirm or clarify meaning; check meaning with a first-language partner)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate key information relating to the school and community in a variety of simple texts *(e.g., posters, notices, telephone directories, websites, schedules, diagrams, maps, first-language sources such as multilingual school handbooks)*

Extracting and Organizing Information

4.2 extract and organize key facts from informational texts designed or adapted for beginning learners of English *(e.g., find words in learner dictionaries by using alphabetical order; complete a simple chart of First Nation peoples in Canada and the regions where they originated)*

Critical Thinking

4.3 identify the source of information used *(e.g., Ministry of Transportation map of Ontario; Citizenship and Immigration Canada brochure; Internet schedule of local transit company; store or company flyer)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short texts to convey information and ideas for academic purposes using a few simple forms *(e.g., create a group language-experience story about a tour of the school; write and sequence captions for a series of photographs of a class activity; compose a guided autobiographical narrative; complete a short cloze passage using a word bank; write an acrostic or concrete poem following a model)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple forms *(e.g., create greeting cards; write e-mail messages to classmates and e-pals; complete a summer school registration form; write a simple postcard to a friend; write a brief telephone message or note; produce a journal entry following a model)*

Community and Workplace Purposes

1.3 write short texts to communicate basic personal information and ideas using a few simple forms *(e.g., fill in an application for a library card or transit pass; request brochures and information from online agencies; compile a personal "to-do" list for the first months at school; compose a thank-you note for a class visitor using sentence scaffolds)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information in chronological, sequential, or spatial order in a scaffolded paragraph *(e.g., write about daily routines and descriptions of home or classroom using a teacher-provided model; write travel directions or the procedure for opening a locker using sentence scaffolds)*

Linking Ideas

2.2 use connecting devices and transition words and phrases to show simple chronological, sequential, spatial, and causal relationships *(e.g., use simple connectives such as "and", "then", "after" to link ideas; use modifiers such as "beside", "under", "on the right side" to indicate spatial relationships; use "because" to indicate cause and effect)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

Spelling Strategies

3.2 use some simple spelling strategies to spell words accurately *(e.g., consult class word walls and personal word lists of high-frequency words; employ common and predictable English sound-symbol relationships and spelling patterns)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a few pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., brainstorm and record ideas on a topic; view non-narrative films and visuals for information; use their first language to generate ideas; draw or sketch to formulate thoughts)*

Teacher prompt: "How does jotting (or writing) down ideas in your first language help you to prepare (or get ready) for writing?"

Producing Drafts

4.2 produce draft pieces of writing, following a model provided by the teacher *(e.g., sentence frames; a model paragraph; a cloze paragraph; a scaffolded paragraph)*

Revising and Editing

4.3 revise, edit, and proofread drafts, using teacher-directed strategies *(e.g., use a teacher-prepared checklist; participate in a teacher-student conference)*

Publishing

4.4 use a few elements of effective presentation to publish a final product *(e.g., legible printing and cursive writing, titles, margins, spacing, drawings, captions, simple labels, different font sizes and colours to attract the eye)*

Metacognition

4.5 identify and use a few writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., respond to teacher prompts during a writing conference; use a vocabulary list for quickly referring to new words)*

Teacher prompt: "How did our conference (or meeting, talk) help you with your writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a few social and classroom contexts *(e.g., use common social greetings and courtesies with peers and teachers; obtain a teacher's attention in an appropriate manner; take turns with peers in conversations and classroom discussions; conclude a brief conversation in an appropriate manner)*

Non-verbal Communication

1.2 use a few non-verbal communication cues appropriately in classroom contexts *(e.g., use an appropriate speech volume to suit the particular situation; nod to indicate agreement; make appropriate eye contact with teachers and classmates)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of some basic facts about Canada *(e.g., identify Canada's regions, provinces, territories, and capital cities; identify some Canadian symbols, animals, attractions, and sports; communicate information about common Canadian observances and holidays such as Remembrance Day and Canada Day)*

Canadian Citizenship

2.2 demonstrate knowledge of a few basic elements of Canadian citizenship *(e.g., explain the symbolism of the Canadian flag; say or sing the words to the Canadian national anthem; demonstrate awareness of and respect for diversity of culture, language, physical and intellectual ability, age, gender, and sexual orientation; identify elements that should be included in a code of behaviour for a Canadian classroom)*

Canadian Diversity

2.3 communicate information about some basic social forms and practices that may vary from culture to culture *(e.g., naming customs, forms of address, relationship to elders, responsibilities within the home, celebrations)*

Teacher prompt: "How did you get your name? What does your name mean in your language?"

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a few procedures and rules in use in the Ontario secondary school system *(e.g., school attendance procedures, emergency procedures, the school code of conduct, appropriate dress at school, appropriate ways to address school staff, responsibility for textbooks and lockers, procedures for field trips)*

Teacher prompt: "What are some rules we always follow in this school?"

Study Skills and Strategies

3.2 use appropriate notebook conventions and formats in all subject areas *(e.g., dates, titles, headings, dividers)*

Strategies for the Cooperative Classroom

3.3 work cooperatively with a partner or in a group *(e.g., use appropriate behaviour in coeducational, mixed age, or mixed cultural groupings, including showing equal respect for male and female classmates)*

Knowledge of School and Community Resources

3.4 identify a few school and community resources that are available to support learning *(e.g., key school staff and locations, school guidance services, school settlement workers, newcomer resources available from www.settlement.org, school and public libraries)*

Teacher prompt: "How can you find school and community resources (or help, services, information) in your home (or first) language? Can you bring some in to share with the class?"

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to simple media texts to obtain information and complete assigned tasks *(e.g., report the weather as forecast on television; compile sports scores from the newspaper; obtain transportation schedules from websites; scan flyers to price school supplies)*

Interpreting Media Texts

4.2 identify the purpose and intended audience of a few different types of media texts *(e.g., advertising flyers, travel brochures, settlement services pamphlets, DVDs, websites)*

Creating Media Texts

4.3 create simple media texts for a few different purposes *(e.g., posters or brochures about the school or community, a collage on first impressions of Canada)*

Language Reference Chart – ESL Level 1

This chart shows the structures that students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., as part of a food unit, students learn the difference between count and non-count nouns by surveying the foods found in their homes).

I. Grammatical Structures

Nouns	• count: singular and plural of regular and high-frequency irregular nouns (e.g., *table/tables, child/children*) • non-count (e.g., *water, money, bread, coffee, sugar*) • possessive form of proper nouns (e.g., *Pablo's hat*) • articles *a, an, the*
Numbers	• cardinal • ordinal (e.g., *first, fifth, twentieth*)
Pronouns	• subject: *I, you, he, she, it, we, they* • object: *me, you, him, her, it, us, them* • demonstrative: *this/these, that/those* • impersonal expressions: *It + be* (e.g., *It's noisy in the classroom.*)
Verbs	• *be* (e.g., *I am a student.*) • *there is/are* • *have* (e.g., *I have a sister.*) • *can:* for ability and permission (e.g., *I can dance. I can go to the dance.*) • simple present (e.g., *I live in Canada.*) • simple past regular verbs (e.g., *They talked to me.*) • simple past high-frequency irregular verbs (e.g., *He came late.*) • simple future (e.g., *We will meet in the library.*) • present progressive (e.g., *She is sitting.*) • contractions with *be, do* (e.g., *She's sitting. We don't like that music.*) • imperative forms (e.g., *Come in. Sit down.*) • *let's* (e.g., *Let's ask the teacher.*)
Adjectives	• possessive: *my, your, his, her, its, our, their* • high-frequency (e.g., *red, big, rainy, young, Canadian, round*) • comparative/superlative (e.g., *taller/tallest; happier/happiest*) • *some, any, every, all*
Adverbs	• used to modify adjectives (e.g., *very* tall, *really* late) • some adverbs of frequency and time (e.g., *today, always, never, sometimes, then*) • *too*

I. Grammatical Structures (continued)

Transition words and phrases	• conjunctions: *and, but, or, because*
Question forms	• *yes/no* (e.g., *Are you a student? Yes, I am / No, I'm not. Do you live in Canada? Yes, I do / No, I don't. Did they talk to you? Yes, they did / No, they didn't. Will you join our group? Yes, I will / No, I won't.*) • information questions: *what, where, when, who, why, how*
Negation	• *be* in simple present (e.g., *He is not here / He isn't here.*) • *do* (e.g., *We don't like that. It doesn't work. We didn't watch the game.*) • *will* (e.g., *They won't eat these cookies.*)
Prepositions	• of location (e.g., *in, on, at, under, beside, on the right/left*) • of direction (e.g., *to, from*) • of time (e.g., *at, before, after, on, in*)
Sentences	• simple sentence: subject + verb + object or prepositional phrase (e.g., *She reads books. She reads in the classroom.*)

II. Conventions of Print

Punctuation	• final punctuation: period, question mark, exclamation mark • apostrophe: contractions and possessive forms (e.g., *He's buying a hat. The boy's hat is red.*)
Capitalization	• first word in a sentence (initial capitalization) • proper nouns (e.g., names of people and places)

English as a Second Language ESL Level 2

Open **ESLBO**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support *(e.g., follow directions in barrier language games; obtain specific information over the telephone such as bus departure times, entertainment schedules, and business opening and closing hours; list key ideas from school announcements; complete a graphic organizer with information from a classroom presentation)*

Listening to Interact

1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in structured interactive situations *(e.g., use the telephone to check prices of Science Fair project materials; participate in a "Find Someone Who" activity; interview a classmate in order to introduce him or her to the larger group)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in structured spoken interactions on personal and familiar topics *(e.g., play barrier language games; participate in an inside-outside circle; offer and respond to greetings, invitations, compliments, and apologies)*

Using Conversational Strategies

2.2 use some common conversational expressions and appropriate non-verbal communication cues to negotiate structured spoken interactions *(e.g., non-verbal cues such as nodding, maintaining eye contact, and making encouraging noises; polite expressions of agreement such as "Right", "That's fine", "Sure"; expressions of apology or regret such as "I'm sorry about that", "I'll try not to ...")*

Teacher prompt: "Think about a time when you needed to apologize (or say 'sorry') to a friend. What expressions (or words) did you use? What else can you say in this situation?"

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in structured situations *(e.g., use subject-specific or key vocabulary to explain the solution to a mathematics problem or to describe aspects of traditional life of some Aboriginal peoples; tell a brief story about an imaginary or real event following a model provided by the teacher)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 2 on pages 80–81)*

Teacher prompt: "Tell your partner about a time when you felt like the character in this novel. Remember to use the past tense when you are talking about something that happened before."

Sound Patterns

3.2 use appropriately some basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., pronounce final consonant sounds in past-tense verbs [like**d**, want**ed**, answer**ed**] and in plurals [book**s**, pen**s**, wish**es**]; stress the first syllable of most compound words [**back**pack, **cup**cake, **tooth**paste]; articulate consonant sounds for increased comprehensibility [**t**ank, **th**ank])*

Communication Strategies

3.3 use some basic clarification and repair strategies to bridge gaps in spoken communication *(e.g., ask for confirmation that a word used is correct; use pause fillers, such as "Well … um … oh …", to gain time to organize thoughts; start again using different phrasing when listeners seem confused; use rehearsed phrases from a list of learned expressions)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a number of different types of literary, informational, and graphic texts designed or adapted for English language learners *(e.g., folk tales from diverse cultures; letters; informational books and series; materials with graphs, tables, and charts; levelled readers; poetry)*

Demonstrating Understanding

1.2 demonstrate an understanding of a number of different types of adapted texts in a variety of ways *(e.g., sequence events in a story; participate in teacher-led discussions about texts; retell content; complete a cloze passage; state the main idea of a short, adapted text containing familiar vocabulary and content)*

Responding to and Evaluating Texts

1.3 respond to simplified or adapted texts in a variety of ways *(e.g., explain why they like a particular book; participate in an informal class discussion about a text; compose an "in-role" diary based on a story character; explain how a text relates to their personal experience)*

Text Forms

1.4 identify the characteristics of a number of different text forms *(e.g., salutation and closing in a personal letter, sequence of information in a classified advertisement, the "five W's" format of a simple newspaper article, dialogue in a narrative)*

Teacher prompt: "What are some characteristics of a newspaper article? What are some of the differences between this newspaper article and an article in your first language?"

Literary Elements

1.5 identify a number of literary elements in short prose, poems, and dialogues *(e.g., evocative descriptions of setting, adjectives that create a mood or describe character traits, the syllable patterns of a haiku)*

Teacher prompt: "Which words in the first paragraph tell you that this is a sad story?"

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a number of reading comprehension strategies before, during, and after reading to understand texts *(e.g., activate prior knowledge through a concept web; preview visually supported text; use graphophonic cues to construct meaning; guess meanings of unfamiliar words using context clues)*

Text Features

2.2 identify specific features of adapted texts and use them to locate and extract information *(e.g., table of contents, index, glossary, tables, charts, diagrams, maps, headlines, title page, icons, text box)*

Teacher prompt: "What is the purpose of the coloured box on page ___?"

Connecting Devices

2.3 identify some common connecting devices and transition words and phrases that are used to show relationships among ideas in adapted texts *(e.g., first, second, finally; since; similar to, different from)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 2 on pages 80–81)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a number of vocabulary acquisition strategies to build vocabulary *(e.g., use context clues to infer meaning; use word order in a sentence to help determine meaning; find a synonym for an unfamiliar word; create a notebook of vocabulary related to various subject areas such as mathematics or a branch of technological studies)*

Word Recognition Strategies

3.2 use knowledge of patterns of word structure to determine the meaning of unfamiliar words *(e.g., a familiar word within a compound word, common prefixes and suffixes, word families)*

Teacher prompt: "What English word do you see inside this larger word? How does knowing the meaning of the smaller word help you to figure out the meaning of this new word?"

Use of Resources

3.3 use a number of different resources to determine and/or confirm the meaning of unfamiliar words *(e.g., refer to personal word banks or notebooks and learner and bilingual dictionaries; do word category sorts from classroom word walls; check meaning with a partner)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information for a variety of purposes in simplified or adapted informational and graphic texts selected in collaboration with the teacher-librarian *(e.g., abridged or modified versions of science and geography series, online databases, first-language sources)*

Extracting and Organizing Information

4.2 extract information from informational and graphic texts designed or adapted for English language learners, and organize it using a graphic organizer *(e.g., complete a T-chart of Canadian political parties and their leaders; label a diagram of the food chain)*

Critical Thinking

4.3 compare information from a number of sources on a topic for a classroom research assignment *(e.g., print and electronic magazines; newspapers; television and radio broadcasts; a range of media for different cultural groups; general and subject-specific encyclopaedias)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short texts to convey information and ideas for academic purposes using a number of forms *(e.g., write a scaffolded paragraph about familiar content-area information; create an autobiographical timeline; compose a short dialogue between two characters in a story; prepare a set of written instructions to carry out a simple science experiment; complete an adapted inventory of learning strategies)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using a number of forms *(e.g., compose short letters to friends and family members; write a poem modelled on a simple poem structure studied in class, such as a haiku or diamante; write thoughts in a dialogue journal exchanged with the teacher or a classmate)*

Community and Workplace Purposes

1.3 write short texts to communicate basic personal information and ideas using a number of forms *(e.g., compose a "lost" or "found" advertisement; complete a survey on student music preferences or an application for a Social Insurance Number; compile a shopping list with an accompanying recipe for a favourite dish)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information relating to a central idea in a short paragraph with a topic sentence, supporting details, and a concluding sentence *(e.g., follow a teacher think-aloud to write a paragraph about the variety of natural resources found in Canada; recount an event such as a school field trip using an introductory sentence, chronological order of events and details, and a concluding sentence)*

Teacher prompt: "What supporting details can you add to explain this topic sentence more?"

Linking Ideas

2.2 use connecting devices and transition words and phrases to link sentences and show relationships between ideas and information *(e.g., use "next", "finally" to indicate sequence; use "similar to", "different from", "like", "unlike" to compare and contrast; use "since", "because of" to indicate cause and effect)*

Teacher prompt: "What time-order (or transition) words might help clarify (or show clearly) the sequence (or order) of events in your story?"

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 2 on pages 80–81)*

Spelling Strategies

3.2 use a number of spelling strategies to spell words accurately *(e.g., spell common words from personal lists and word walls; apply rules for forming plurals to unfamiliar nouns; follow rules for changing base words when adding common endings; apply knowledge of common prefixes, suffixes, and word families to help spell new words; refer to bilingual dictionaries and electronic spell checkers)*

Teacher prompt: "What clues tell you that you need to double the final consonant before adding '-ing' to this verb?"

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a number of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., construct a concept web to explore the scope of a topic; use graphic organizers such as timelines and charts to sort and classify information; participate in partner and group discussions and use guiding questions to develop ideas)*

Producing Drafts

4.2 produce draft pieces of writing using a model or template *(e.g., a teacher-prepared model; student exemplars; a template for a paragraph, letter, or dialogue)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a number of teacher-directed and independent strategies *(e.g., use a teacher-prepared editing checklist; participate in a peer-editing conference; reread, add, and reorder information to improve organization)*

Publishing

4.4 use a number of different elements of effective presentation to publish a final product *(e.g., a cover page, different font sizes for titles and headings, labelled diagrams, illustrations, photographs, borders)*

Metacognition

4.5 identify and use a number of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful *(e.g., use a writer's notebook to keep track of new and interesting words and ideas for writing)*

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a number of social and classroom contexts *(e.g., make polite suggestions and requests to teachers or classmates; offer apologies to and accept apologies from friends)*

Non-verbal Communication

1.2 demonstrate an understanding of cultural variations in the appropriate use of non-verbal communication cues *(e.g., describe the gestures, facial expressions, or conventions of eye contact in the home culture and Canadian culture)*

Teacher prompt: "When is it appropriate or not appropriate to look someone in the eye in Canada? Is this similar or different in your home country?"

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of a variety of facts about Canada *(e.g., describe similarities and differences among the regions of Canada with respect to their major economic activities, immigration patterns, weather, geographical features, and industrial and agricultural production; complete a graphic organizer with information about various Aboriginal peoples across Canada)*

Canadian Citizenship

2.2 demonstrate knowledge about a number of key elements of Canadian citizenship, levels of government in Canada, and current Canadian issues *(e.g., compare key functions of municipal, provincial, and federal levels of government, the electoral process, and the main political parties in Canada; discuss some current Canadian issues covered in the media)*

Canadian Diversity

2.3 demonstrate an awareness of the diversity of languages and cultures represented in the community and school *(e.g., present the findings of a survey about first-language media available in the community; prepare a class bulletin-board display in different languages)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a number of aspects of the Ontario secondary school system *(e.g., levels of achievement and the "provincial standard"; the emphasis on evidence-based learning; semestered or non-semestered schedules; the credit system; ways of getting extra help; role of homework)*

Study Skills and Strategies

3.2 identify and use appropriate time-management techniques to organize school work *(e.g., use an agenda book; follow timetables; set goals to complete the stages of a homework project; make and follow plans to help meet assignment and evaluation deadlines)*

Strategies for the Cooperative Classroom

3.3 negotiate roles and tasks in cooperative learning activities, games, and teamwork *(e.g., assume various roles as required in jigsaw learning groups, literature circles, or think-pair-share activities; engage in peer- and self-evaluation activities)*

Teacher prompt: "What role did each person play in the cooperative activity? How did that person's role help the group complete the task?"

Knowledge of School and Community Resources

3.4 identify a number of school and community resources that are available to support learning *(e.g., settlement agencies, school and community information meetings, school-community partnerships, peer-tutoring services)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to a number of media texts to obtain information and complete assigned tasks *(e.g., school announcements; television, radio, and Internet news broadcasts; newspaper and magazine advertisements; short documentaries about Canada; online databases with Canadian information and images)*

Interpreting Media Texts

4.2 identify features that are used to appeal to specific audiences in a number of different types of media texts *(e.g., font style and size in product packages; pictures, illustrations, and colour in a brochure; the age of people in a television commercial or photo image)*

Creating Media Texts

4.3 create media texts appropriate for a number of specific purposes *(e.g., an advertisement, brochure, or design for a billboard to promote a product, service, or message; a stamp to commemorate an event in Canadian history; a book jacket to promote a favourite story or book)*

Language Reference Chart – ESL Level 2

This chart shows the structures that students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while writing an autobiographical timeline, students learn to use the simple past of low-frequency irregular verbs). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• count nouns: singular and plural of low-frequency irregular forms (e.g., *shelf/shelves, mouse/mice, goose/geese*) • compound nouns (e.g., *living room, city street, golf club, pop singer*) • possessive forms of singular and plural nouns (e.g., *the girl's book, the girls' book*) • articles *a, an, the,* or no article • gerunds for activities and pastimes (e.g., *skating, swimming, fishing*)
Pronouns	• possessive: *mine, yours, his, hers, its, ours, theirs* • reflexive: *myself, yourself, himself, herself, ourselves, yourselves, themselves*
Verbs	• past progressive (e.g., *She was waiting for the bus.*) • future with *going to* (e.g., *They're going to be late.*) • simple past of low-frequency irregular verbs (e.g., *sink/sank, swim/swam, hold/held*) • modals: *have to, must, can* (e.g., *I have to go now. I must stop because I'm tired. I can send e-mails to my friends.*) • *there was/were* • *would like* + noun phrase (e.g., *We would like more time.*) • infinitive forms after *want, start, like* (e.g., *She wants to work.*)
Adjectives	• noun + two adjectives (e.g., *shiny, fast cars*) • comparative/superlative forms + *more/most* (e.g., *more beautiful/ most intelligent*) • irregular forms + comparative/superlative (e.g., *better/(the) best; worse/(the) worst*) • *a little, a lot of, much, many*
Adverbs	• of manner (e.g., verb + adverb: *We sat quietly.*)
Transition words and phrases	• conjunctions: *so, since, because, because of* (e.g., *He was sick, so he went home. Because he was sick, he went home. Because of his cold, he went home.*) • *like/unlike, similar to/different from* • *first, second(ly), in the beginning, as well, next, finally*

I. Grammatical Structures (continued)

Question forms	• inverted word order: verb + subject (e.g., *Was he studying?*) • with *do, can* (e.g., *Do you have it? Can I call you?*) • *"wh"* questions (e.g., *Where was it?*)
Negation	• *be* in simple past (e.g., *They were not interested. They weren't interested.*) • negative imperative (e.g., *Don't sit there.*)
Prepositions	• with simple/literal phrasal verbs (e.g., *take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over*)
Sentences	• compound sentence with *and, but, or, because* (e.g., *I took the bus, but I was still late. He came late because the bus broke down.*) • direct speech (e.g., *"I live on this street," said Milad.*) • indirect speech: no tense change (e.g., *He said he lives on this street.*)

II. Conventions of Print

Punctuation	• comma: for items in a list; for direct speech • quotation marks • period with high-frequency abbreviations (e.g., *Dr., apt., hr., min.*)

English as a Second Language ESL Level 3

Open ESLCO

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support *(e.g., construct or draw a model of an item based on a partner's oral instructions; identify main ideas from news broadcasts; extract key concepts from audio webcasts and library dial-a-story services; take point-form notes on main ideas from classroom oral presentations using an outline or graphic organizer)*

Teacher prompt: "How did the use of a graphic organizer help you to listen for and understand information from the presentation?"

Listening to Interact

1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations *(e.g., conduct a survey of classmates about reading preferences in English and in their first language; participate in a small-group place-mat activity to reach agreement about the accomplishments of Alexander Graham Bell; show understanding during discussions in a literature circle by contributing relevant questions)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in spoken interactions on personal and content-area topics *(e.g., contribute information in a jigsaw group discussion on current events; share ideas in a literature circle; give feedback to a classmate in a peer-assessment activity)*

Teacher prompt: "When you are going to participate in a discussion, what kind of preparation do you find most helpful?"

Using Conversational Strategies

2.2 use a number of conversational expressions to negotiate spoken interactions *(e.g., take turns speaking by using expressions such as "What do you think about that?", "What's your opinion?", "It's _____'s turn now", "I'd like to add…"; indicate understanding and sympathy with expressions such as "Oh no!", "That's too bad", "I'm sorry to hear that"; ask for clarification with expressions such as "I'm not sure I understand", "Would you please repeat that?", "Pardon?")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in supported situations *(e.g., make short oral presentations on familiar topics using appropriate elements of a classroom presentation format such as an introduction, question-and-answer exchange, and conclusion; explain the points of view of different characters in a novel using a graphic organizer as a guide)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 3 on pages 92–93)*

Teacher prompt: "Use **big** to compare a car and a skateboard. Use **useful** to compare two objects in the classroom. Why are the comparative forms different for the two adjectives?"

Sound Patterns

3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., change intonation patterns in tag questions to indicate a question or confirmation; move syllable stress and reduce vowels in different words in a word family [**pho**tograph, pho**tog**raphy, photo**graph**ic])*

Communication Strategies

3.3 use a number of circumlocution, clarification, and repair strategies to bridge gaps in spoken communication *(e.g., use a simple word meaning something close to the intended concept and invite feedback; define the features of something concrete for which they do not know or remember the word)*

Teacher prompt: "What strategies do you use (or what do you do) when you don't know the English word for an object or concept?"

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a variety of adapted and authentic fictional, informational, and graphic texts *(e.g., myths and legends from diverse cultures, readers for a specific level, short stories, short novels, poetry, newspaper articles, brochures, textbook excerpts, informational web pages)*

Demonstrating Understanding

1.2 demonstrate an understanding of adapted and authentic texts in a variety of ways *(e.g., complete an outline of an article through a jigsaw reading group process; complete a graphic organizer showing the causes and effects of an event described in a literary or informational text; maintain a learning log while reading a text)*

Teacher prompt: "What strategies did you use (or what did you do) during the jigsaw reading activity to make sure that everyone in your home group understood the entire article?"

Responding to and Evaluating Texts

1.3 respond to adapted and authentic texts in a variety of ways *(e.g., identify and discuss story elements in a literature study circle; write short book reports; discuss personal connections with specific passages or events in a story or book)*

Teacher prompt: "Why do you think the main character in the story made that decision?"

Text Forms

1.4 identify the characteristics of a variety of text forms *(e.g., salutations and closings in personal and business letters; short forms in e-mail communications; plot and character development in short stories and novels)*

Teacher prompt: "Give some examples of short forms or graphics you would use in an e-mail. Write an e-mail to a partner using some of these examples."

Literary Elements

1.5 identify a variety of literary or stylistic devices in short stories, poems, and novels, and describe their function *(e.g., simile, metaphor, personification, foreshadowing)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a variety of reading comprehension strategies before, during, and after reading to understand texts *(e.g., activate prior knowledge with a K-W-L chart or anticipation guide; scan text for specific information; make predictions based on knowledge of similar texts; identify important ideas to remember)*

Teacher prompt: "What else can you do if reading on or rereading does not clarify the meaning?"

Text Features

2.2 identify specific features and/or sections of content-area texts and use them to locate information and aid comprehension *(e.g., headings and subheadings, margin notes, sidebars, chapter summaries, illustrated figures, tables and charts, tables of contents, indexes, glossaries, appendices, menus, task/toolbars, hyperlinks)*

Teacher prompt: "What features in this textbook help you to locate information?"

Connecting Devices

2.3 identify a number of connecting devices and transition words and phrases that are used to show relationships among ideas in texts *(e.g., sequence, comparison, cause and effect)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 3 on pages 92–93)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a variety of vocabulary acquisition strategies to build vocabulary *(e.g., maintain a word study journal; use memory and visualization strategies to learn new words; construct a semantic web; as a class, compile a multilingual glossary of content-area terms; use knowledge of cognates to deduce the meaning of unfamiliar words)*

Word Recognition Strategies

3.2 use knowledge of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., recognize how suffixes differentiate parts of speech [origin/origin**al**/origin**ate**]; infer meaning from word order in a sentence)*

Teacher prompt: "What information does the suffix on this word give you? How can you use this information to predict the meaning of the word?"

Use of Resources

3.2 use a variety of resources to determine and/or confirm the meaning of unfamiliar words *(e.g., refer to an electronic or online bilingual dictionary; consult a dictionary for English language learners; use a classroom word wall to study how prefixes and suffixes extend word families; collaborate with a group to learn unfamiliar vocabulary)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information on classroom topics from appropriate research materials selected in consultation with the teacher-librarian, and acknowledge their sources *(e.g., use encyclopaedias and other informational texts to research contributions of Aboriginal and immigrant groups to Canadian society; use online databases to gather information about postsecondary career pathways)*

Extracting and Organizing Information

4.2 extract information from a variety of sources and organize it using appropriate outlines and graphic organizers *(e.g., read a short text and complete a pie graph showing the contributions of various industries to Canada's GNP; complete a Venn diagram showing the similarities and differences between two folk tales from different cultures)*

Critical Thinking

4.3 identify sources of information used and evaluate them for reliability and point of view *(e.g., online newspapers, community organization publications, personal Internet blogs, free local tabloids, school- and public-library websites)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write more complex texts to convey information and ideas for academic purposes using a variety of forms *(e.g., compose an information paragraph about the contribution of Chinese immigrants to the building of Canada's transcontinental railroad; summarize a chapter in a novel; write a bilingual, illustrated folk tale in their first language and English; write a short piece of poetry or prose to contribute to a student literary anthology)*

Personal Purposes

1.2 write more complex texts to express ideas and feelings on personal topics using a variety of forms *(e.g., compose a narrative about a personal journey; write a poem following a model; depict an imaginary conversation between two characters in a novel; set down the words to a favourite song in their first language and provide a translation with words and pictures; write a letter to a friend describing school life in Ontario)*

Community and Workplace Purposes

1.3 write more complex texts to communicate information for official or personal purposes using a variety of forms *(e.g., write a covering letter for a job application using an appropriate salutation and closing; write a letter of complaint to a business; compile a set of instructions for completing a "do-it-yourself" project)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information relating to a central idea in a series of several linked paragraphs *(e.g., a character sketch based on a character in a novel, a brief opinion piece based on a model, a short informational report)*

Linking Ideas

2.2 use connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs *(e.g., use "for example", "another" to add details and information; use "therefore", "as a result of" to identify cause and effect; use "on the other hand", "similarly", "both … and" to indicate comparison and contrast)*

Teacher prompt: "What other transition words or phrases could you use to show comparison and contrast?"

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 3 on pages 92–93)*

Teacher prompt: "Why did you use the present perfect tense in this sentence?"

Spelling Strategies

3.2 use a variety of spelling strategies to spell words accurately *(e.g., divide words into syllables; use familiar logographic symbols [@, &, $, ¢, ™]; apply knowledge of rules for forming plurals, contractions, and possessives; confirm spellings in learner dictionaries)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., use guiding questions to identify the purpose and audience for a piece of writing; engage in timed writing activities; organize information from reading or research using a Venn diagram or flow chart; use English or their first language to develop ideas)*

Producing Drafts

4.2 produce draft pieces of writing using a number of strategies and models *(e.g., a teacher-modelled think-aloud process; templates or exemplars; information organizers such as webs, charts, and tables)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a variety of teacher-directed and independent strategies *(e.g., use a posted list of guiding questions for revision; read work in an author's circle to receive constructive comments; use word lists and other sources to extend and enrich word choice)*

Teacher prompt: "What similar words or phrases could you use to bring more variety to your writing?"

Publishing

4.4 use a variety of elements of effective presentation to publish a final product *(e.g., point-form layout to summarize key ideas; bolding, italics, or underlining for emphasis; different text layouts to suit different forms of writing)*

Metacognition

4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful *(e.g., choose appropriate graphic organizers from a list to order ideas for specific writing purposes)*

Teacher prompt: "Which graphic organizers are most helpful in organizing ideas for this particular piece of writing?

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a variety of social and classroom contexts *(e.g., use appropriate styles of greeting and apology to peers or teachers in classroom role-plays; choose appropriate phrasing in a simulated telephone conversation making an appointment with a friend or school counsellor or accepting or declining an invitation from a close friend or a new acquaintance)*

Teacher prompt: "What are the differences between making a request to a good friend and making a request to your supervisor at work?"

Non-verbal Communication

1.2 identify non-verbal communication cues that are suited to specific social, academic, and workplace contexts *(e.g., greeting a friend with a "high-five" versus shaking hands with an interviewer; maintaining more personal space in a workplace than at a social gathering)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 explain the relationship between some important aspects of geography and history and current Canadian issues *(e.g., the effect of rivers on transportation routes and settlement patterns; the quest for self-government of Aboriginal peoples)*

Canadian Citizenship

2.2 demonstrate knowledge of a variety of key facts about Canadian citizenship, levels of government in Canada, and current Canadian issues *(e.g., identify the steps in the application process for Canadian citizenship; identify some rights and responsibilities of Canadian citizenship such as free speech, equal protection under the law, voting, and participation on a jury; research issues such as the sustainable use of natural resources, provincial elections, or the legalization of same-sex unions, and participate in small- and large-group discussions about them)*

Teacher prompt: "What differences do you see between the system of government in Canada and that of your home country?"

Canadian Diversity

2.3 compare and contrast the traditions and behavioural norms of a number of cultural communities in Canada, including Aboriginal communities *(e.g., gender roles, family structures, and days of significance in different cultural groups)*

Teacher prompt: "How does having knowledge about different groups help us as a society?"

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 compare a variety of aspects of the Ontario secondary school system to aspects of the school system in other countries *(e.g., discipline expectations and consequences; the role of teachers; parental involvement in school life and changes after students turn eighteen; the focus on process as well as product in classroom tasks)*

Teacher prompt: "How are some of the learning activities in Ontario classrooms similar to and/or different from those in your home country?"

Study Skills and Strategies

3.2 identify and use the most appropriate study strategies for specific learning tasks *(e.g., use graphic organizers to categorize information; highlight key information for a summary; create a personal mnemonic device to remember steps in a procedure)*

Strategies for the Cooperative Classroom

3.3 respond appropriately and respectfully to views that differ from their own in pair work, small groups, and whole-class discussions *(e.g., disagree politely in group discussions; avoid making generalizations and/or negative comments about the behaviour or characteristics of groups or individuals)*

Knowledge of School and Community Resources

3.4 identify school and community resources relevant to their learning needs and explain how to make use of them *(e.g., summer school, night school, and virtual school classes; international language classes; the Independent Learning Centre; career counselling centres; community centres; school clubs and sports teams)*

Teacher prompt: "What resources are available in the school and community that would help you to continue to develop your first language?"

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts to compare the information available on a subject or issue in different sources *(e.g., compare television, newspaper, and Internet accounts of the same event; compare advertising from different companies or stores; view the Aboriginal Peoples Television Network [APTN] and compare Aboriginal perspectives with perspectives in other sources)*

Interpreting Media Texts

4.2 analyse a variety of advertisements to identify language and other features that are designed to appeal to specific audiences *(e.g., use of repetition, synonyms, non-standard spellings, descriptive words, youth-oriented slang and idioms; use of particular types of music or visuals)*

Teacher prompt: "Which consumer group is targeted in this advertisement? How do you know?"

Creating Media Texts

4.3 create media texts using language and features appropriate for the intended audience *(e.g., an advertising campaign for Student Council elections, a video promoting healthy lifestyle choices, a website for students about strategies for finding summer employment)*

Language Reference Chart – ESL Level 3

This chart shows the structures that students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while conducting a survey, students focus on using comparative and superlative forms of adjectives appropriately). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• collective nouns (e.g., *team, crowd, group, family, police, audience*) + verb agreement
Pronouns	• indefinite: *some, no, any, every* + body/thing • relative: *who, that, which, whose* in defining relative clause (e.g., *The girl who sits beside you plays tennis. That's the man whose daughter sits beside you.*)
Verbs	• simple past of low-frequency irregular verbs (e.g., *sweep/swept, rise/rose, light/lit, shine/shone*) • present perfect (e.g., *He has just arrived.*) • past perfect (e.g., *They had studied English before they arrived in Canada.*) • *used to* (e.g., *They used to eat in the cafeteria.*) • modals: *should, could, would* (e.g., *I should leave before it rains. We could do that tomorrow.*) • simple passive (e.g., *The book was found in the desk yesterday. Ferraris are made in Italy.*) • simple use of infinitives with *would like, ask, tell* (e.g., *I would like to go to the concert. The teacher asked me to study hard.*) • simple use of gerunds: *go + ing* (e.g., *They are going skating.*); gerund with verbs of like/dislike (e.g., *She hates cooking. We love skiing.*); gerund as subject (e.g., *Writing in English is hard.*) • *know, think, hope, believe, feel + that* (e.g., *I think that you are right.*) • conditional: type 1/probable (e.g., *If it rains, we will stay home.*)
Adjectives	• irregular comparative/superlative (e.g., *better/best, worse/worst, more/most*) • comparative using *er/more + than* (e.g., *bigger than, more interesting than*) • superlative using *est/most + in/of* (e.g., *oldest of the group, most expensive in the store*) • comparative using *as … as* (e.g., *My plans are as important as hers.*) • adjective phrases (e.g., *The man* ***in the red hat*** *lives close to me.*) • *other, another, each*
Adverbs	• verb + two adverbs (e.g., *They drove very slowly through the storm.*) • adjective + *ly* (e.g., *happily, truly, extremely, beautifully*) • *somewhere, nowhere, anywhere, everywhere*
Transition words and phrases	• conjunctions: *before, after, when, then, while, both … and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first*

I. Grammatical Structures (continued)

Question forms	• information questions + some variety of tenses (e.g., *When can I leave? How have you been?*) • negative yes/no questions (e.g., *Don't you live here?*) • simple tag questions (e.g., *It's hot today, isn't it?*)
Negation	• negation + some variety of tenses (e.g., *He hasn't finished. She shouldn't go.*)
Prepositions	• with (simple figurative) phrasal verbs (e.g., *give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down*)
Sentences	• some variety of compound sentences • main clause + one subordinate clause (e.g., *I saw lots of people when I got near the school.*) • direct speech + correct punctuation (e.g., *Juan said, "I'm late so I have to take the bus." "I'm late so I have to take the bus," said Juan.*) • indirect speech + present tense (e.g., *They said you go to the movies every week.*) • indirect speech + *say, tell, ask* + some variety of tenses (e.g., *They said he wanted you to call.*)

II. Conventions of Print

Punctuation	• colon before a list (e.g., *Bring the following items: pen, pencil, and paper.*) • parentheses (e.g., for additional information)

English as a Second Language ESL Level 4

Open ESLDO

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations *(e.g., follow recorded telephone message prompts from a bank or public-service organization; identify main ideas and relevant supporting details in classroom presentations using a written outline or graphic organizer as a guide)*

Listening to Interact

1.2 demonstrate understanding of more complex spoken English on a variety of topics in interactive situations *(e.g., participate in and contribute to academic classroom discussions; provide a summary of a group discussion; collaborate on preparing and presenting a skit)*

Teacher prompt: "Please work in your group to decide on the five most important points in the radio documentary you have just heard."

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in more complex spoken interactions on a variety of topics *(e.g., participate in role-plays; express and defend personal preferences, opinions, and points of view; participate in a "four corners" activity; negotiate solutions to tasks and problems in small-group or paired activities)*

Using Conversational Strategies

2.2 use a variety of conversational expressions to negotiate spoken interactions *(e.g., disagree politely using expressions such as "That's interesting, but have you thought about …?", "What about …?", "I'm not sure I agree because …", "That's a good idea, but …"; make polite suggestions using expressions such as "Maybe we could …", "Why don't we …?", "How about …?", "Don't you think ...?")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in a variety of situations *(e.g., plan and make oral presentations on school-related topics using subject-specific vocabulary; present a critique of a film, book, or poem)*

Teacher prompt: "What kinds of facial expressions, body language, and visuals might improve your presentation?"

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 4 on pages 104–105)*

Sound Patterns

3.2 use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., stress the syllable before the suffix "-tion" [at**trac**tion, infor**ma**tion]; change the stressed syllable within the same word to distinguish between noun and verb form [**com**bat/com**bat**, **ad**dict/ad**dict**, **ob**ject/ob**ject**]; stress the first word of compound nouns [**learning** strategies, **essay** outline, **bar** graph])*

Communication Strategies

3.3 use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication *(e.g., keep a record of frequent mistakes and consciously monitor speech to avoid them; plan and rehearse the language components of a task)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a wide variety of more complex, authentic texts *(e.g., short stories, novels, autobiographies, plays, poetry, online news reports, graphs, diagrams)*

Demonstrating Understanding

1.2 demonstrate an understanding of more complex authentic texts in a variety of ways *(e.g., conduct guided research for an assigned project; complete a T-chart with information from a text; distinguish between main ideas and supporting details in a report)*

Teacher prompt: "How does the information in the opening paragraph help you predict what will be in the rest of the report?"

Responding to and Evaluating Texts

1.3 respond to more complex authentic texts in a variety of ways *(e.g., explain the reasons for their interest in a specific author, genre, or theme; connect ideas in a text to their own knowledge, experience, and insights; distinguish between facts and opinions in an editorial; compare how two texts deal with the same theme)*

Text Forms

1.4 identify a variety of organizational patterns used in informational texts *(e.g., chronological order, cause and effect, comparison and contrast, description, definition)*

Literary Elements

1.5 identify literary elements and devices in texts and explain how they help convey the author's meaning *(e.g., cross-cultural themes such as coming of age, creation of the universe, heroic journeys; unique character traits, plot reversals, foreshadowing, simile, metaphor)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts *(e.g., preview vocabulary; create key questions as a class before reading; brainstorm to activate related prior knowledge and experiences; use sight recognition and phonetic decoding techniques to read words and sentences; reread key words to clarify meaning; use pictorial clues to predict meaning; use visualization to clarify details of a character, scene, or concept)*

Teacher prompt: "How does the picture help you to understand or guess what the paragraph will be about?"

Text Features

2.2 identify and use a variety of features of texts to locate information and aid comprehension *(e.g., titles and subtitles, graphics, italics, boldface type, text boxes, questions, sidebars, summaries, footnotes/endnotes, reference lists/works cited, back cover of novels)*

Teacher prompt: "What part of the text provides an explanation of the diagram on page ___?"

Connecting Devices

2.3 identify a variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts *(e.g., "moreover" for addition; "in short" for summary; "by contrast" for comparison and contrast; "as a result" for cause and effect; "possibly" for hypothesis)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 4 on pages 104–105)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a variety of vocabulary acquisition strategies to enrich vocabulary *(e.g., develop lists of homonyms, synonyms, and antonyms; build a register-difference scale – "astute, intelligent, bright, smart, with it"; apply rehearsal techniques to learn new words)*

Word Recognition Strategies

3.2 use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., use knowledge of prefixes, suffixes, and word roots to differentiate parts of speech and infer meaning)*

Use of Resources

3.3 use a variety of resources, including glossaries, available technology, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts *(e.g., consult a dictionary of idioms to clarify a use not found in a regular dictionary)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information for guided research projects from a variety of print and electronic sources selected in consultation with the teacher-librarian, and acknowledge their sources *(e.g., online journals, informational and graphic books, online newspapers in other languages)*

Extracting and Organizing Information

4.2 extract information for guided research projects from a variety of sources, and organize it using a variety of graphic organizers *(e.g., complete a chart with research information on appropriately respectful behaviours when visiting a Hindu temple, mosque, synagogue, church, and Sikh Gurdwara; use a Venn diagram to identify areas of agreement in a debate on an issue)*

Critical Thinking

4.3 evaluate information sources to determine their authority, reliability, and objectivity *(e.g., websites, reports, newspapers, tabloids, video clips)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write longer and more complex texts to convey information and ideas for academic purposes using a variety of forms *(e.g., create an "autobiography" in the role of a contemporary or historical person; write a description of the steps in the process of becoming a Canadian citizen; write an article on a school or community event or issue for the school newspaper; prepare an outline for a debate on a school, national, or international issue)*

Personal Purposes

1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms *(e.g., write a narrative about an important personal event using evocative language to convey their mood and emotions; create a class graffiti wall on a topic of interest; record thoughts and feelings in a personal reflection journal; write a letter to the editor of the school newspaper supporting the inclusion of articles in students' first languages)*

Teacher prompt: "Identify some specific word choices you made in your writing, and describe the effect you wanted to have on the reader."

Community and Workplace Purposes

1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms *(e.g., a letter of application for a bursary or scholarship, a statement of intent for an apprenticeship program or a cooperative work experience, a résumé for a summer job search)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information relating to a central idea in a structured composition of three or more paragraphs *(e.g., a memoir in the role of a significant Canadian, a letter giving advice to a character from literature studied in class, a report showing cause-and-effect relationships concerning the decline of an endangered species)*

Linking Ideas

2.2 use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs *(e.g., use "for instance", "in addition" to add details or examples; use "because of", "as a result", "for this reason" to indicate cause and effect; use "according to", "in the opinion of" to refer to a source)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 4 on pages 104–105)*

Spelling Strategies

3.2 use a wide variety of spelling strategies to spell words accurately *(e.g., use mnemonics to learn irregular or difficult spellings; highlight tricky letters or groups of letters; confirm spellings using dictionaries)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a wide variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., activate background knowledge through peer conferencing; generate ideas using webs, idea logs, and other graphic organizers; interview people about a topic; identify the appropriate form to suit the purpose and audience for a piece of writing)*

Teacher prompt: "How does a brainstorming session help you to prepare for writing?"

Producing Drafts

4.2 produce draft pieces of writing using a variety of strategies and models *(e.g., graphic organizers, jot notes, report templates, student exemplars)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a variety of strategies *(e.g., confer with teacher and peers; participate in teacher-directed mini-lessons on points of organization or structure; use sticky notes to record ideas for revision; follow the steps in a posted class writing guideline; consult a folder of previous drafts to confirm or rethink decisions made earlier)*

Teacher prompt: "At what stage of editing is a peer conference most helpful?"

Publishing

4.4 use a wide variety of elements of effective presentation to publish a final product *(e.g., computer-generated graphs and charts; a glossary of terms for a project on a specialized topic; text boxes to accompany photographs in a photo essay)*

Metacognition

4.5 identify and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful *(e.g., record thoughts and learnings about writing in a writing reflection journal; maintain a writing portfolio)*

Teacher prompt: "How does a review of your writing portfolio help you set new goals for improving your writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a wide variety of social and classroom contexts *(e.g., use "What's up?" with peers as compared to "Hello. How are you?" with teachers; use "Would you please repeat that?" with a supervisor as compared to "Run that by me again" with a friend or classmate; use "going to" in formal situations, reserving "gonna" for informal occasions)*

Non-verbal Communication

1.2 analyse examples of non-verbal communication to determine their appropriateness in a variety of social, academic, and workplace contexts *(e.g., the appropriateness of slouching during a job interview or while making an oral presentation, or of tapping a stranger on the shoulder to get his or her attention; pushing or cutting into a line to get on a bus or to buy tickets)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 identify examples of the influence of Canada's history and geography on its literature and art *(e.g., images of nature in Aboriginal art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories)*

Canadian Citizenship

2.2 demonstrate knowledge of important constitutional and social policy documents in Canada and Ontario *(e.g., the Canadian Charter of Rights and Freedoms; the Ontario Human Rights Code; school board equity and antidiscrimination policies)*

Canadian Diversity

2.3 analyse and outline some benefits and challenges of living in a society made up of diverse linguistic and cultural groups *(e.g., benefits and challenges of maintaining or not maintaining particular forms of ethnocultural or religious dress at school or work, or of accommodating or not accommodating various religious practices/traditions at school or work)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals *(e.g., the learning skills outlined in the Provincial Report Card; the assessment criteria outlined in the provincial achievement charts; the prerequisites for postsecondary education and training; types of courses; graduation requirements and related terms, including "compulsory credit", "transcript", "full disclosure", "literacy test", "community involvement", "diploma", "certificate of achievement", "Specialist High-Skills Major")*

Study Skills and Strategies

3.2 identify and use a variety of appropriate study and test-preparation strategies *(e.g., make notes; rehearse with cue cards; use process of elimination; manage time efficiently; follow directions carefully)*

Teacher prompt: "What strategies are most helpful when you are studying for a test or exam?"

Strategies for the Cooperative Classroom

3.3 identify some essential strategies for participating in cooperative learning activities and use them effectively to complete group tasks *(e.g., listen actively; clarify directions; share ideas; plan and delegate tasks; offer constructive criticism)*

Knowledge of School and Community Resources

3.4 identify school and community policies and resources that are provided to support learning and explain how to use them *(e.g., school board bullying and harassment policies and procedures; Safe Schools policies; local organizations where students can volunteer in order to complete their community service requirement; cooperative education and apprenticeship programs; school-to-work transition programs)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences *(e.g., figurative language, striking or provocative visual images, visual conventions, logos and slogans, youth-oriented music)*

Teacher prompt: "What visual clues are used to identify 'good' and 'bad' characters in movies and music videos you have seen recently?"

Interpreting Media Texts

4.2 demonstrate understanding that different media texts may reflect different points of view, and suggest reasons why particular perspectives are presented *(e.g., marketing concerns may influence whether media texts include or ignore people of a particular age, gender, income level, or ethnocultural background; news reports of a conflict may present more than one point of view to try to achieve the "balance" appropriate for a general audience)*

Teacher prompt: "Whose point of view is most often presented in media texts? Why? Who is often absent from advertising in magazines and on television?"

Creating Media Texts

4.3 create a variety of media texts for specific purposes and audiences *(e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; an editorial to explain and support a position on an issue; an interview with a person with a physical disability about barriers and access in public places for publication in a school or community magazine/newspaper; a public-service announcement on a current issue relevant to students such as poverty, AIDS, violence prevention, or global warming)*

Language Reference Chart – ESL Level 4

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while summarizing a newspaper article, students focus on paraphrasing by using indirect speech and *that* clauses). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• abstract nouns (e.g., *advice, information, beauty, knowledge, philosophy, democracy*) + *a, an, the,* or no article (e.g., *He had a good knowledge of math. He had knowledge about many things. I gave him the information about travel times.*)
Pronouns	• indefinite: *some, any, every* + one • *one, ones* • *who, which, that, whose* in a relative clause (e.g., non-defining relative clause: *She gave me this photo, which she had taken in Mexico. The students, who wanted to play soccer, were disappointed when it rained.*)
Verbs	• present perfect progressive (e.g., *What have you been doing?*) • passive: present progressive (e.g., *The game is being played today.*) • passive: present perfect (e.g., *The pie has been eaten.*) • passive: future (e.g., *The project will be finished soon.*) • dual use of some nouns/verbs: *produce, report, present* • gerunds/infinitives (e.g., *Bullying is unacceptable. To know him is to love him.*) • modals: *need, may, might* • conditional: type 2/unlikely (e.g., *If I had a million dollars, I would buy a large house.*) • consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph)
Adjectives	• noun + three adjectives (e.g., *She wore a large, blue, checked scarf.*) • *the* + adjective (e.g., *The large leather bag is mine. She bought the big red hat.*) • gerund as adjective or as part of a compound noun (e.g., *running water, walking stick, diving board*) • *both, all, enough* + of • *either, neither*
Adverbs	• formed by adding *-ly* to *ing/ed* participles (e.g., *She was staring lovingly at the child. They excitedly cheered for their team.*) • of possibility (e.g., *probably, possibly, definitely*) • of opinion (e.g., *obviously, clearly*)
Transition words and phrases	• conjunctions: *yet, although, since, because of* • *not only … but also* (e.g., *She is taking not only ESLDO but also physics.*) • *as … as, as soon as, as well as, nearly as, just as, not quite as, whereas* • *moreover, in short, as a result, even though, now that, for instance, because of, by contrast, possibly, that is, in addition, for this reason*

I. Grammatical Structures (continued)

Question forms	• negative forms of information questions (e.g., *What doesn't she like?*) • with modals (e.g., *Should she take this course?*)
Negation	• with conjunction *unless* (e.g., *Don't call me unless you need help. Unless you have a permit, you can't drive.*)
Prepositions	• with a variety of phrasal verbs (e.g., *be away, be back, be for, be over, be up; ask about, ask for, ask* [someone] *in, ask* [someone] *out*) • *despite, throughout, until, according to*
Sentences	• complex, with addition of second subordinate clause (e.g., *The ball, which he threw wildly, bounced off the tree and hit Sunita, who had stepped into the park.*) • complex, with relative clause(s) (e.g., *She reads books that explore environmental issues.*) • indirect speech with *wh* questions and *if* (e.g., *I asked him what he was doing. We asked him if he would go to the movies.*) • relative clause + *that* (stated or implied) (e.g., *The car that was speeding caused an accident. The sweater [that] I bought was too small.*) • noun clause + *that* (stated or implied) (e.g., *I know [that] you're smart.*) • indirect speech + a variety of tenses • self-correction of common sentence errors (e.g., run-ons, fragments)

II. Conventions of Print

Punctuation	• hyphen • colon, semi-colon • apostrophe • quotation marks • parentheses • ellipses

English as a Second Language ESL Level 5

Open **ESLEO**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations *(e.g., take detailed notes from a group presentation on the life and times of Shakespeare; plan future course selections and postsecondary pathways based on a presentation by school guidance staff; summarize a short documentary, news report, or radio interview; participate in a group dictogloss activity to reconstruct a paragraph of text read aloud)*

Listening to Interact

1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations *(e.g., present a rebuttal in a debate; survey members of the community about their personal Internet use; collaborate on preparing and presenting a seminar)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in complex spoken interactions on a wide variety of topics *(e.g., synthesize ideas in a group discussion; negotiate solutions to problems, interpersonal misunderstandings, and disputes; conduct opinion surveys among classmates and community members about a variety of topics)*

Using Conversational Strategies

2.2 use a wide variety of conversational expressions to negotiate spoken interactions of all types *(e.g., use "Let's get back to work now", "Let's focus", "We're getting off topic" to stay on topic in group tasks; use "by the way", "before I forget", "speaking of" to shift the topic; use "Do you understand what I mean?", "Is that clear?", "Do you get it?" to check for comprehension; use "I really mean …", "What I'm trying to say is …" to self-correct)*

Teacher prompt: "When you have the role of taskmaster in a group, what expressions could you use to keep the group on task?"

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in a wide variety of situations *(e.g., explain a viewpoint on a current issue during a debate; lead a workshop or seminar; deliver a radio broadcast; give an oral presentation using notes or a detailed script and/or visual aids)*

Teacher prompt: "Can you identify the most effective elements in your oral presentation? How do you know they were effective? What would you do differently next time?"

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

Teacher prompt: "Look at these two sentences. How could you combine them into one using a relative pronoun from the list on the word wall?"

Sound Patterns

3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., stress key content words to clarify meaning ["I read a **book** last night" versus "I read the book last **night**"]; use appropriate pitch and volume to indicate emphasis or to show surprise or other emotions)*

Communication Strategies

3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication *(e.g., identify and correct slips and errors that may have caused misunderstandings; use circumlocution and paraphrase to compensate for gaps in knowledge of vocabulary and grammar)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a wide variety of authentic texts of increased complexity on a range of topics *(e.g., textbook chapters, charts and tables, magazine articles, essays, literary texts from a range of cultures, including Aboriginal cultures: short stories, novels, plays, satire, poetry)*

Demonstrating Understanding

1.2 demonstrate an understanding of complex authentic texts in a variety of ways *(e.g., summarize the key ideas in an article; write a short essay comparing two texts; draw conclusions and make generalizations about a text, citing supporting evidence from the text)*

Responding to and Evaluating Texts

1.3 respond to complex authentic texts in a variety of ways *(e.g., give a book talk; write an in-role diary entry for a character in a novel; suggest reasons for the point of view presented in a magazine essay; write a critical review of a book or article)*

Text Forms

1.4 analyse a variety of texts and explain the relationship between their form and purpose *(e.g., compare how newspapers and periodicals from around the world present information and use format, layout, titles, and styles of address to appeal to specific audiences; determine whether a biography is objective by analysing the selection of facts about the subject, both favourable and unfavourable; explain how a realistic portrayal of imagined characters and actions in a novel helps the reader become involved in the story)*

Literary Elements

1.5 analyse texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader *(e.g., cultural references to Greek or Native mythology; biblical allusions; historical settings or allusions; subplot; imagery; conflict; metaphor and imagery in the poems of Chief Dan George)*

Teacher prompt: "Do you recognize any other culturally specific or world mythologies in what you are reading? Explain."

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts *(e.g., preview text; divide text into digestible sections; ask questions while reading; reread to consolidate understanding; make jot notes; sort and classify ideas using a concept map; summarize sections of text during reading; synthesize ideas to broaden understanding)*

Teacher prompt: "What types of questions do you ask yourself to help monitor your reading?"

Text Features

2.2 identify different features of texts and explain how they help readers understand the text *(e.g., charts, graphs, and tables in subject-area text; preface or foreword; prologues and epilogues in novels; sidebars and illustrations in magazine articles; website taskbars and hyperlinks; reference lists / works cited)*

Connecting Devices

2.3 identify a wide variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts *(e.g., "that is", "i.e." for definition or explanation; "for example", "e.g." for illustration; "first … next" for sequence; "in short" for summary; "by contrast" for comparison and contrast; "as a result" for cause and effect; "possibly" for hypothesis)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a wide variety of vocabulary acquisition strategies to enrich and extend vocabulary *(e.g., infer meaning from context; use mental imagery to memorize words; keep a vocabulary journal of word associations and contexts in which a word is heard or read; use word webs to heighten awareness of relationships among words and nuances of meaning that affect word choice)*

Word Recognition Strategies

3.2 use knowledge of a wide variety of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., relate unfamiliar words to cognates or word families; apply knowledge of prefixes, suffixes, and root words; interpret syntactic clues such as word order and part of speech; use knowledge of Latin and Greek roots to comprehend words [octagon, centimetre])*

Use of Resources

3.3 use a wide variety of resources, including glossaries, available technology, thesauri, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts *(e.g., use a dictionary to confirm or correct deductions about word meanings based on contextual clues)*

Teacher prompt: "Explain how you used a dictionary to understand an unfamiliar use of a familiar word."

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information from a wide variety of print and electronic sources *(e.g., non-fiction books, newspaper and magazine articles, Internet sites, statistics, research reports)*, and use it to answer student-generated research questions, acknowledging sources of information, ideas, and quotations in an approved reference list style *(e.g., MLA or APA)*

Extracting and Organizing Information

4.2 extract information for an independent research project from a wide variety of sources, and organize it using a variety of graphic organizers *(e.g., complete a chart comparing the lifestyles of Aboriginal people living in First Nation communities and urban environments)*

Critical Thinking

4.3 compare, synthesize, and evaluate the information gathered from a variety of sources for an independent research project

Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write complex texts to convey information and ideas for academic purposes using a wide variety of forms *(e.g., write a report comparing the environments of two regions of Canada; compose a formal letter to the principal about providing healthy food choices in the school cafeteria; write a detailed report clearly outlining causes and effects of greenhouse gas emissions; write a coherent summary synthesizing information from several different sources)*

Teacher prompt: "What is the purpose of your writing? What form will best suit this purpose?"

Personal Purposes

1.2 write short texts to express ideas and feelings on personal topics using a wide variety of forms *(e.g., a poem responding to an event in their lives; a short play written in a group interpreting a contemporary event or issue of relevance; a manual for other newcomer students on how to learn a language, based on their own experience)*

Community and Workplace Purposes

1.3 write complex texts to communicate information and ideas for official or personal purposes using a wide variety of forms *(e.g., a statement of interest to accompany an application for a summer internship or apprenticeship program; a personal statement to accompany an application for a postsecondary education program)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information in a logically structured essay of five or more paragraphs that includes a thesis statement, body, and conclusion *(e.g., a report comparing the economies of Canada and their native country; a persuasive essay about the advantages of cutting down on television watching; an essay that documents the barriers that visually impaired and hearing-impaired people confront in daily life)*

Linking Ideas

2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs *(e.g., use "meanwhile", "prior to" to indicate sequence; use "despite", "although" to compare and contrast; use "moreover", "not only … but also" to add details and examples; use "in conclusion", "finally", "to sum up" to signal closing remarks)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

Spelling Strategies

3.2 select and use the spelling strategies and resources most appropriate for the task to spell words accurately *(e.g., prepare and use webs of root words and related forms as a guide to spell subject-specific terms; visualize spellings; maintain a spelling journal for difficult words; confirm spellings using a variety of print and electronic resources)*

Teacher prompt: "What strategies do you use to learn and remember the spelling of new or difficult words in English? Do you use these or other strategies in your first language?"

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 select and use the pre-writing strategies most appropriate for the purpose to generate vocabulary and develop and organize ideas for writing *(e.g., activate prior knowledge through peer and group interaction; organize ideas using graphic organizers suited to the structure of the piece of writing; make jot notes about background reading)*

Producing Drafts

4.2 produce draft pieces of writing using a wide variety of strategies and models *(e.g., teacher-provided models and exemplars; research notes)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a wide variety of strategies *(e.g., incorporate peer conference feedback to achieve a more effective or logical progression of ideas; use checklists to edit for accurate use of grammar and conventions; review successive drafts to verify or reconsider earlier decisions; self-evaluate to determine next steps in writing)*

Teacher prompt: "Does your opening sentence engage (catch) the interest of your audience?"

Publishing

4.4 select and use the elements of effective presentation most appropriate for the purpose to publish a final product *(e.g., different fonts and colours to distinguish titles, headings, and subheadings; a detailed table of contents for a portfolio or major project; imported Internet images to add interest or clarify information; text boxes to emphasize facts or ideas)*

Metacognition

4.5 identify and use the most appropriate writing strategies for the purpose before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., produce a plan for carrying out a research project; use a thesaurus to vary vocabulary and achieve precise expression)*

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in social and classroom contexts of all types *(e.g., use slang in conversations with peers; use formal language in a speech or debate; demonstrate understanding of when and how it is appropriate to use humour in social interactions)*

Teacher prompt: "Imagine that you are working at the cash desk in a store. How might an older customer interpret your use of the expression 'My bad' when you make a mistake?"

Non-verbal Communication

1.2 analyse and explain instances where different interpretations of non-verbal signals lead to misunderstanding in a variety of social, academic, and workplace contexts *(e.g., role play scenarios involving intercultural misunderstandings of non-verbal communication, and discuss how communication could be improved)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 discuss some aspects of Canadian-American relations since World War II *(e.g., trade agreements; border security; foreign affairs and international military involvement; cultural influences; the influence of various prime ministers and presidents on the relationship between the two countries)*

Canadian Citizenship

2.2 explain how government policies on equity and social justice apply to current social issues *(e.g., Aboriginal treaty rights, same-sex unions, hiring practices)*

Teacher prompt: "How are the values of Canadian society demonstrated in our government institutions and policies?"

Canadian Diversity

2.3 use research and presentation skills to inform the class about issues of concern to diverse groups in Canada *(e.g., the wearing of traditional dress in police services; access to Braille and sign-language interpreter services; the impact of profiling on various communities)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a wide variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals *(e.g., assistance with postsecondary planning and goal setting; policies on the accommodation of religious observances/practices)*

Study Skills and Strategies

3.2 identify appropriate and effective study skills and test-preparation strategies, and use them to achieve their academic goals *(e.g., use positive self-talk to decrease anxiety; keep a learning log of their study schedules, strategies, and achievement of goals)*

Strategies for the Cooperative Classroom

3.3 identify a variety of appropriate strategies for participating in cooperative learning activities, and use them effectively to complete group tasks *(e.g., use conflict-resolution strategies; encourage participation of all group members; share decision making; show respect for diverse points of view)*

Knowledge of School and Community Resources

3.4 identify a variety of school and community policies and resources that are available to support learning, and explain how to use them to achieve educational success *(e.g., TOEFL preparation classes; multilingual collections in libraries; postsecondary education guides; school board Internet-use policy; public reference libraries)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to a variety of media texts, and explain some ways in which they influence society *(e.g., how the ideas and images in various media affect social and cultural norms, lifestyles, and gender roles)*

Teacher prompt: "Which groups in Canada are represented most positively and which are most negatively represented in ads on television and in magazines?"

Interpreting Media Texts

4.2 analyse coverage of current local, national, or global issues in a variety of media texts to identify subjective approaches and types of bias

Teacher prompt: "In this news report about a conflict between two countries, does the reporter favour one side over the other? Give support for your opinion."

Creating Media Texts

4.3 create a variety of media texts for specific purposes and audiences, and explain how the purpose and audience influenced their design decisions and language choice *(e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class; an advertising campaign to appeal to specific consumer groups; a review of a television program, film, or artistic performance to encourage teenagers or adults to see it)*

Language Reference Chart – ESL Level 5

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while writing a report comparing the economies of Canada and their native country, students work on cohesion in their writing by using subordinate clauses in addition to transition words and phrases). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• special use of non-count nouns (e.g., *hair, coffee, glass, wood, wine*) as count nouns + *a/an* (e.g., *He pulled out a grey hair from his moustache. Could I have a coffee, please? Pour the water into a glass. We would like to walk in a wood/woods. They enjoy a good Chilean wine.*)
Pronouns	• relative: *who, which, that, whose* + relative and subordinate clauses (e.g., *He has done all that is necessary. The film is about a spy whose best friend betrays him when they travel in Russia.*) • reciprocal: *each other* • indefinite: *no one*
Verbs	• future progressive (e.g., *I'll be waiting by the door.*) • future perfect (e.g., *Ontario students will have earned at least thirty credits by the time they finish Grade 12.*) • past perfect progressive (e.g., *The students had been practising their speeches before the teacher entered the room.*) • passive: modals (e.g., *Diamonds can be mined in Canada. The plate must have been broken by the dog.*) • passive: past perfect (e.g., *The plate had already been broken before we came downstairs.*) • conditional: type 3/condition cannot be fulfilled (e.g., *If I had known that you were coming, I would have met you at the airport.*)
Adjectives	• adjectives + *enough* (e.g., *He is tall enough for the basketball team.*) • adjectives with *nearly as … as, just as … as, not quite as … as*
Adverbs	• position of adverbs in a sentence + effect on meaning (e.g., *They secretly decided to leave town.* [The *decision* was secret.] *They decided to leave town secretly.* [The *departure* was secret.] *Honestly, he didn't get the money.* [It's true that he didn't get the money.] *He didn't get the money honestly.* [He got the money in a dishonest manner.])
Transition words and phrases	• *not only … but also* (e.g., *Not only are they taking a course this summer, but they are also working part-time.*) • *as … as, as soon as, as well as, nearly as, just as, not quite as, whereas* • *prior to, subsequently, although, furthermore, to sum up, meanwhile, moreover, despite*

I. Grammatical Structures (continued)

Question forms	• positive and negative tag questions (e.g., *This course is hard, isn't it? She was walking quickly, wasn't she? He won't ask for it, will he? They have travelled a lot, haven't they?*)
Negation	• alternative ways of saying the same thing (e.g., *He didn't eat anything / He ate nothing. They don't ever complain / They never complain. We haven't seen anyone / We have seen no one.*)
Prepositions	• with a variety of phrasal verbs (e.g., *break down/up/out, call for/in/on, cut down/in/off/out/up, fall back/behind/in/out/through*)
Sentences	• complex sentence with subordinate clauses and/or relative clauses (e.g., *While we were driving, we noticed a little girl who seemed lost. As she thought about him, she wondered how his new job would change their lives. Ahmed, who worked with Manuel, was waiting by the car.*) • indirect speech + past perfect (e.g., *I asked him what he had said.*) • maintaining parallel structure

II. Conventions of Print

Punctuation	• with a variety of defining phrases and/or relative and subordinate clauses (e.g., *Mrs. Minuk, who is the guidance counsellor, suggested [that] I take this course.*) • with a variety of subordinate clauses (e.g., *After I spoke to Mrs. Minuk, I decided to apply to college.*)

English Literacy Development ELD Level 1

Open ELDAO

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in simple directions and instructions and short classroom presentations on personal and familiar topics, with contextual and visual support *(e.g., respond non-verbally to classroom directions; follow directions for an emergency procedure; play word bingo; point to, choose, or rearrange items while listening to teacher instructions)*

Listening to Interact

1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations *(e.g., rehearse and respond to questions about personal information that students are comfortable sharing)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in simple spoken interactions on personal and familiar topics *(e.g., interview a partner about likes and dislikes; take part in ice-breakers; play simple language games; with a partner, ask and answer questions related to personal information, interests, and experiences that students are comfortable sharing)*

Using Conversational Strategies

2.2 use some familiar conversational expressions and simple non-verbal communication cues to negotiate simple spoken interactions *(e.g., greetings such as "Hi, how are you?"; introductions such as "This is my friend …"; requests for clarification such as "Pardon?"; non-verbal cues such as nodding encouragement)*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in simple, highly structured contexts *(e.g., introduce and thank a speaker in class from a rehearsed statement; participate in a brief dialogue to simulate asking for directions; retell key events from a picture sequence, photo montage, or non-narrative film)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ELD Level 1 on pages 128–129)*

Teacher prompts: "What do you do every day? What is the verb tense?" "What are you doing now? What is the verb tense?"

Sound Patterns

3.2 use appropriately a few pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., distinguish between short and long vowels [**l**ip/**l**ine], consonants and consonant clusters [**t**ea/**tr**ee/**thr**ee], and voiced and unvoiced consonants [**b**it/**p**it]; finish statements with falling intonation and questions with rising intonation)*

Teacher prompt: "Put your hand on your throat and say 'zzz' (as in 'zoo'). Do you feel a buzzing? Now say 'sss' (as in 'Sue'). Do you still feel the buzzing?"

Communication Strategies

3.3 use a few oral communication strategies to bridge gaps in spoken communication *(e.g., use gestures and mime to clarify meaning; ask for repetition when a message is not understood)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a few different types of simple texts, with teacher support *(e.g., traffic signs, grocery-store flyers, calendars, environmental print, class-generated language-experience stories, rhymes, pattern books)*

Demonstrating Understanding

1.2 demonstrate an understanding of a few types of simple texts, with teacher support *(e.g., sequence pictures to accompany a story; identify words or phrases; construct models for a diorama)*

Responding to and Evaluating Texts

1.3 respond to simple texts in highly supported contexts *(e.g., express personal preferences about characters; make a collage of favourite foods; create a word bank of vocabulary from a website)*

Teacher prompt: "How is this book like the one we read together last week? How is it different?"

Text Forms

1.4 identify some characteristics of a few simple text forms *(e.g., signs and symbols in the school and community: stop signs, "school zone" signs, pedestrian crosswalk signs; telephone and address listings: alphabetical order by surname; calendars: rows and columns; captions for pictures; product labels: expiry date, bar code; lists: numbers or bullets; weather reports: symbols for snow, rain, clouds, sun)*

Literary Elements

1.5 identify a few basic literary elements in short prose texts and simple poems on familiar topics *(e.g., identify rhyming words in jazz chants, songs, raps, and pattern books; demonstrate understanding of narrative organization [beginning, middle, and end] by sequencing pictures; demonstrate understanding of story settings by building models or drawing pictures)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 demonstrate understanding of reading-readiness concepts *(e.g., recognize the directionality of English print; identify the letters of the Roman alphabet in printed texts; demonstrate understanding of basic sound-letter correspondences; interpret pictures and use picture clues to aid comprehension)*, and apply a few appropriate reading strategies to:

- familiarize themselves with texts before they read them *(e.g., activate and build on prior knowledge using pictures, other visual supports, and teacher cues; preview key vocabulary and contribute to word walls; predict meaning using pictorial clues and create questions as a class)*
- understand texts while they are reading them *(e.g., apply sight recognition of high-frequency words; look at images and photographs to clarify meaning; track words during a teacher read-aloud)*

- confirm understanding of texts after they have read them *(e.g., retell events in a story sequentially; record key information and facts using simple graphic organizers)*

Teacher prompt: "What do the pictures tell you about the book you are going to read?"

Text Features

2.2 identify a few features of simple texts that help convey meaning *(e.g., alphabetical order, pagination, illustrations and photographs, titles, headlines, captions)*

Connecting Devices

2.3 identify a few simple connecting devices and transition words that are used to show relationships among ideas in simple texts *(e.g., numbers and bullets in a list; "and", "or", "but", "because")*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level *(see the Language Reference Chart for ELD Level 1 on pages 128–129)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a few basic vocabulary acquisition strategies to build vocabulary *(e.g., use a bank of sight words for regular reference; use pictures and illustrations to clarify meaning; make word lists; identify sight words in simple stories; add to word walls; complete word puzzles)*

Word Recognition Strategies

3.2 use knowledge of simple patterns of word structure to determine the meaning of unfamiliar words, with teacher guidance *(e.g., rhyming patterns, sound-symbol relationships, plural endings for regular count nouns)*

Teacher prompt: "Listen to these three words: 'bat', 'log', 'cat'. Which words rhyme?"

Use of Resources

3.3 use a few different resources to build vocabulary, with teacher support *(e.g., picture dictionaries, classroom word walls, personal word banks)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate key information in simple texts, with teacher support *(e.g., pictures, maps, emergency symbols, washing instructions, traffic signs, cash-register sales receipts)*

Extracting and Organizing Information

4.2 extract, record, and organize key information, with teacher support *(e.g., put students' names in alphabetical order; record key words on a word wall)*

Critical Thinking

4.3 identify the source of information used for a school project *(e.g., book, agenda, calendar, dictionary, flyer, sign, magazine)*

Teacher prompt: "What do you do in a fire drill? Where is this information in the classroom? Are there other signs like this in the school? Why are these signs important?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short, simple texts to convey information and ideas for academic purposes using highly scaffolded forms *(e.g., label items and pictures related to home, school, food, body, or family; label maps of Canada; write captions for a poster; use sentence stems to write short answers to questions; record homework assignments and due dates in school agendas)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple scaffolded forms *(e.g., follow teacher-prepared models to write shopping lists, short messages in greeting cards, brief e-mail messages)*

Community and Workplace Purposes

1.3 write short texts to communicate basic personal information and ideas using a few simple forms *(e.g., an emergency contact information form, an application for a library card, an application for a transit pass)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize words in simple sentences to communicate a central idea *(e.g., use a sentence stem to compose sentences about daily routines; write captions for a poster)*

Linking Ideas

2.2 use a few simple transition words to show relationships between ideas and information *(e.g., and, but, after, then)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level *(see the Language Reference Chart for ELD Level 1 on pages 128–129)*

Spelling Strategies

3.2 use a few basic spelling strategies to spell high-frequency words accurately *(e.g., locate words on an alphabetical word wall using the first letter; find pictures or words in picture dictionaries; apply knowledge of common and predictable English sound-symbol and spelling patterns; spell words aloud; record words in a personal word list)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 demonstrate understanding of writing-readiness concepts *(e.g., directionality of English print; the importance of spacing between letters and words; the location of text in relation to the lines on a page and margins; the print characters of the Roman alphabet; basic sound-*

letter correspondence), and use a few pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., activate prior knowledge about a topic through brainstorming and read-alouds; use visuals and manipulatives, and view non-narrative films to generate ideas; gather information from field trips or shared classroom experiences)*

Producing Drafts

4.2 produce draft pieces of writing using vocabulary and ideas from pre-writing activities, with teacher direction and modelling *(e.g., scaffolded sentences for journal writing, modelled captions, greeting-card templates)*

Revising and Editing

4.3 revise, edit, and proofread drafts, with teacher direction and modelling *(e.g., use a pocket chart to reorder words to improve clarity; discuss word choice and add words from a class word wall; use a simple checklist in conference with the teacher)*

Publishing

4.4 use a few simple elements of effective presentation to publish a final product *(e.g., legible printing or handwriting; text centred within a border; appropriate margins and spacing; centred title; mounted pictures and photographs; different font sizes and colours)*

Metacognition

4.5 identify and use a few writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful, with teacher support *(e.g., respond to teacher prompts during a writing conference)*

Teacher prompt: "How did you get the idea for your caption?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a few social and classroom contexts *(e.g., use common social greetings and courtesies with peers and teachers; offer and/or ask for assistance to/from a peer or teacher; take turns with peers in conversations and classroom discussions)*

Non-verbal Communication

1.2 use a few non-verbal communication cues appropriately in classroom contexts *(e.g., eye contact, facial expressions, gestures, nodding)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of some basic facts about Canada *(e.g., identify Canada's regions, provinces, territories, capital cities, and currency; name some Canadian festivals and holidays; identify some Canadian symbols, animals, attractions, and sports)*

Canadian Citizenship

2.2 demonstrate basic knowledge about the rights and responsibilities of groups and individuals in Canada *(e.g., follow classroom and school codes of conduct; identify some basic rights such as education and health care)*

Teacher prompt: "What are some rules for all students? Why do we have these rules?"

Canadian Diversity

2.3 demonstrate an understanding and acceptance of the diversity in the school and community *(e.g., show courtesy and sensitivity in pair and group work with peers of different cultures and languages, or with different physical and intellectual abilities, or of a different gender or sexual orientation)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 demonstrate an understanding of a few basic aspects of the Ontario secondary school system *(e.g., essential classroom and school routines and behaviour, including appropriate ways to address staff, responsibility for textbooks and lockers, individual timetables, emergency procedures, the school code of conduct, attendance procedures, appropriate dress)*

Study Skills and Strategies

3.2 follow routines and use basic study skills *(e.g., bring necessary materials to class; organize information in notebooks by writing on the lines and using margins, titles, and dates; record key information in a planner; complete homework)*

Strategies for the Cooperative Classroom

3.3 work cooperatively with a partner or in a group *(e.g., use appropriate behaviour in coeducational, mixed age, or mixed cultural groupings, including showing equal respect for male and female classmates)*

Knowledge of School and Community Resources

3.4 identify key school and community personnel and locations *(e.g., match school staff with their jobs; map important locations in the school and community)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to simple media texts to obtain information *(e.g., scan supermarket flyers to compare prices; obey traffic signs; demonstrate an understanding of international symbols and environmental print such as graphics and logos for government and community services; retell the story told by photographs)*

Interpreting Media Texts

4.2 identify different types of media texts *(e.g., television programs, movies, documentaries, advertisements, newspapers, magazines, websites, video games, CDs and DVDs, comic strips, logos, billboards)*

Creating Media Texts

4.3 create a few simple media texts for different purposes *(e.g., collage, poster, notice, sign, greeting card, menu)*

Language Reference Chart – ELD Level 1

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., as part of a procedural writing activity, such as writing a recipe, students practise using the imperative form of verbs).

I. Grammatical Structures

Nouns	• count: singular and plural (e.g., *chair/chairs; bus/buses*) • articles *a, an, the*
Numbers	• cardinal numbers (e.g., 1–100)
Pronouns	• subject: *I, you, he, she, it, we, they* • object: *me, you, him, her, it, us, them* • demonstrative: *this/these, that/those*
Verbs	• *be* (e.g., *I am a student.*) • *there is/are* • *have* (e.g., *I have a sister.*) • *can*: for ability and permission (e.g., *I can dance. I can go to the dance.*) • simple present (e.g., *I live in Canada.*) • present progressive (e.g., *She is sitting.*) • contractions with *be, do* (e.g., *She's sitting. They don't like coffee.*) • imperative forms (e.g., *Sit down. Don't sit down.*) • *let's* (e.g., *Let's ask the teacher.*)
Adjectives	• high-frequency (e.g., *red, big, round*) • following *It + be* (e.g., *It's hot.*) • possessive: *my, your, his, her, its, our, their* (e.g., *That's my book.*)
Adverbs	• high-frequency (e.g., *slowly, fast, quickly*) • some adverbs of frequency and time (e.g., *then, always, never, sometimes*) • *too*
Transition words and phrases	• conjunctions: *and, but, or, because*
Question forms	• *yes/no* (e.g., *Do you see that stop sign? Yes, I do. No, I don't.*)
Negation	• *be, do* in simple present (e.g., *He is not here / He isn't here. We don't like that.*)
Prepositions	• of location (e.g., *in, on, at, under, beside, on the right/left*) • of direction (e.g., *to, from*) • of time (e.g., *at, before, after, on, in*)
Sentences	• simple sentence: subject + verb + object (e.g., *I eat cookies. I watch a movie every weekend.*)

II. Conventions of Print

Punctuation	• final punctuation: period, question mark • apostrophe for contractions (e.g., *I'm happy.*)
Capitalization	• first word in a sentence • names of people and places

English Literacy Development ELD Level 2

Open **ELDBO**

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support *(e.g., retell key ideas from school announcements; play language games; follow oral instructions to assemble an object; complete an oral true/false quiz)*

Listening to Interact

1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in structured interactive situations *(e.g., respond to questions relating to familiar topics in a role-play; play barrier games; participate in choral speaking and singing)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in structured spoken interactions on personal and school-related topics *(e.g., share information to solve a math problem; play board games; plan and perform a role-play about purchasing an item from a store)*

Using Conversational Strategies

2.2 use some common conversational expressions and non-verbal communication cues to negotiate structured spoken interactions *(e.g., polite forms that signal agreement and disagreement, such as "Right", "That's fine", "I'm not sure about that"; expressions that signal admiration, such as "Awesome!", "Amazing!", "Wow!"; non-verbal cues, such as nodding or shrugging)*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in structured situations *(e.g., make a short rehearsed presentation about a Canadian province or territory, referring to a student-prepared poster; participate in a think-pair-share activity on the school code of conduct; give a book talk using visual aids and realia)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ELD Level 2 on pages 140–141)*

Sound Patterns

3.2 use appropriately some pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., pronounce final consonant sounds in past tense verbs [like**d**, want**ed**, answer**ed**] and plurals [book**s**, pen**s**, wish**es**]; place stress on the first syllable of most compound words [**hand**shake, **tooth**brush, **bed**room]; articulate certain consonant sounds for increased clarity [**t**ank, **th**ank])*

Communication Strategies

3.3 use some oral communication strategies to bridge gaps in spoken communication *(e.g., ask for confirmation that a word used is correct; use pause fillers such as "Well … um … oh …" to gain time to organize thoughts; start again using different phrasing when listeners seem confused; use rehearsed phrases from a stock of learned expressions)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read some different types of simple texts, with teacher support *(e.g., group language-experience stories, readers for a specific level, simple poems, labels, advertisements, e-mail messages, simple maps, posters)*

Demonstrating Understanding

1.2 demonstrate an understanding of some types of simple texts, with teacher support *(e.g., comment on words, expressions, and ideas in a text; create illustrations or storyboards to accompany a text; complete a graphic organizer; prepare a word collage of key words from a text)*

Responding to and Evaluating Texts

1.3 respond to adapted texts, with teacher support *(e.g., complete a reading log; create a poster or book jacket to reflect some aspect of a text; present a tableau depicting a key scene in a text)*

Teacher prompt: "Tell me about your favourite part of the story. What did you like/not like about the story?"

Text Forms

1.4 identify the characteristics of some simple text forms *(e.g., maps: labels, different colours for land and water; bus schedules: dates, times, destinations; personal letters and e-mails: salutations and closings; simple poems: rhythm, end-of-line rhymes; menus: grouping of different types of food, such as salads, drinks, desserts)*

Literary Elements

1.5 identify some common literary elements in short prose texts and poems *(e.g., repetition and rhyme in simple poems, descriptive words and expressions in a story, conflict between characters in a story)*

Teacher prompt: "What words in the text helped you make a picture in your mind?"

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 apply some appropriate reading strategies to:

- familiarize themselves with texts before they read them *(e.g., complete a K-W-L chart with the class; predict content from visual cues, title, and organizational features; complete an anticipation guide; preview key vocabulary on a word wall)*
- understand texts while they are reading them *(e.g., use think-aloud as modelled by the teacher; ask questions to confirm meaning; use graphic organizers and visuals to aid comprehension; use knowledge of familiar grammatical structures and punctuation to determine meaning; look up unfamiliar words in picture and learner dictionaries)*
- confirm understanding of texts after they have read them *(e.g., connect themes or scenes to personal experience in class discussions; complete cloze activities; depict plot events or characters through drawing; complete the remaining portions of a K-W-L chart)*

Teacher prompts: "How does the title help you to understand what you are going to read?" "Can you imagine what the character in the story looks like? What words in the text describe the character?"

Text Features

2.2 identify some key features of simple texts and use them to determine meaning *(e.g., title, author, numbered steps in a set of instructions, chronological order in a narrative, charts, icons)*

Teacher prompt: "Were the instructions for the recipe clear and easy to follow? Why or why not?"

Connecting Devices

2.3 identify some simple connecting devices and transition words and phrases that are used to show relationships among ideas in simple texts *(e.g., because, so; first, next, then, after; first of all)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level *(see the Language Reference Chart for ELD Level 2 on pages 140–141)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use some basic vocabulary acquisition strategies to build vocabulary *(e.g., make thematic word lists to classify words; record new words in a personal dictionary; play simple word games)*

Word Recognition Strategies

3.2 use knowledge of simple patterns of word structure to determine the meaning of unfamiliar words *(e.g., irregular plural noun endings, regular present and past verb tense endings, comparative and superlative adjective endings, familiar words within compound words)*

Use of Resources

3.3 use some different resources to build vocabulary and determine the meaning of new words *(e.g., consult informational picture texts, atlases, and learner dictionaries; check meaning with a partner)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information in simple texts relating to the school and community, and connect it to personal experiences and previous reading *(e.g., picture dictionaries, telephone directories, posters, the Internet, atlases, graphic texts, flyers)*

Extracting and Organizing Information

4.2 extract, record, and organize information from a variety of teacher-selected resources *(e.g., complete a simple weather chart)*

Critical Thinking

4.3 identify sources of information used for a variety of everyday purposes *(e.g., local transit schedules, Ministry of Transportation maps, telephone directories, flyers, public service brochures, websites, newspapers)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short, simple texts to convey information and ideas for academic purposes using a number of scaffolded forms *(e.g., complete sentences in a cloze exercise; label a bar graph showing the results of a survey; complete a T-chart about the pros and cons of fast-food lunches; develop a word web to describe a character in a story)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using some simple forms *(e.g., reminders in an agenda about appointments or significant dates; simple messages expressing thanks, congratulations, or condolences; invitations; directions; simple telephone messages; simple e-mail messages; a "to-do" list; a postcard)*

Community and Workplace Purposes

1.3 write short texts to communicate basic information for official and personal purposes using some simple forms *(e.g., simple job-application and medical-information forms, cheques, bank withdrawal and deposit forms, a labelled map of the neighbourhood, a list of community involvement activities, an application form for a Social Insurance Number)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize a series of linked sentences chronologically, sequentially, or spatially to develop a central idea *(e.g., follow the model of a teacher think-aloud to write a description of a favourite activity, person, or place; use a graphic organizer to identify and order main ideas and supporting details on a topic)*

Linking Ideas

2.2 use some different types of transition words and phrases to show relationships between ideas and information *(e.g., first, next, and, but, so, because)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level *(see the Language Reference Chart for ELD Level 2 on pages 140–141)*

Teacher prompt: "Did this happen in the past? What verb form should you use to show it happened in the past?"

Spelling Strategies

3.2 use some spelling strategies to spell words accurately *(e.g., consult word walls, personal word lists, and learner dictionaries; refer to class-created word webs; apply rules for forming plurals to nouns; segment words to identify and record sound-symbol correspondences; identify rhyming patterns; use computer spell-check software)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use some pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., brainstorm to gather ideas about topics for writing; draw or sketch to clarify thinking; consult the teacher-librarian for resource materials; formulate "wh" questions; scan newspapers and magazines for information and ideas; use T-charts to sort and classify information)*

Producing Drafts

4.2 produce draft pieces of writing following models provided by the teacher *(e.g., sentence starters, cloze passages, a teacher think-aloud, student exemplars)*

Revising and Editing

4.3 revise, edit, and proofread drafts using some teacher-directed strategies *(e.g., discuss ideas and content in conferences with the teacher; use checklists; consult picture dictionaries, class charts, and word walls during editing)*

Publishing

4.4 use some different elements of effective presentation to publish a final product *(e.g., a cover page, titles and headings, drawings and maps, imported images, charts and illustrations, different font sizes and colours)*

Metacognition

4.5 identify and use some different writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful, with teacher support *(e.g., use word walls, class charts, and a teacher think-aloud to develop ideas for writing)*

Teacher prompt: "How does the word wall help you while you are writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a number of social and classroom contexts *(e.g., offer and/or accept apologies to/from a peer; communicate suggestions and requests to teachers or classmates; disagree politely with an adult)*

Non-verbal Communication

1.2 use non-verbal communication cues appropriately in a number of different contexts *(e.g., eye contact, gestures, physical distance/proximity, handshakes)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of some Canadian celebrations and sites of historical, social, or civic significance *(e.g., Canada Day, Remembrance Day, Victoria Day, Thanksgiving Day; the federal Parliament Buildings, the Peace Tower, Queen's Park, local memorials, provincial and national parks, tourist attractions)*

Canadian Citizenship

2.2 demonstrate knowledge of some basic facts about Canadian citizenship *(e.g., the words to the national anthem, the symbolism of the Canadian flag, the principle of free speech, the concept of multiculturalism, the rights and responsibilities of community members)*

Canadian Diversity

2.3 demonstrate an awareness of the variety of languages and cultures represented in the school community *(e.g., map the countries of origin of classmates; make graphs of the first languages used in the school)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe some features of the Ontario secondary school system *(e.g., kinds of secondary schools and types of secondary school courses, the credit system, field-trip procedures, immunization requirements)*

Study Skills and Strategies

3.2 use a few appropriate study skills and time-management and goal-setting strategies to carry out learning tasks *(e.g., use a planner/agenda to record homework and other assignments; draw up and follow a schedule to help complete assignments on time and make up*

missed work; complete a personal timeline to project goals for the school year)

Teacher prompt: "Explain how an agenda can help you manage your time and meet school-work deadlines."

Strategies for the Cooperative Classroom

3.3 negotiate roles and tasks in group learning activities *(e.g., take on the roles of recorder, time keeper, or facilitator, as needed)*

Teacher prompt: "Each person in your group took on a different role. How did that help your group finish the task?"

Knowledge of School and Community Resources

3.4 identify some school and community resources that are available to support classroom learning *(e.g., school guidance services, school settlement workers, newcomer resources available from www.settlement.org, school and public libraries, in-school study and computer rooms, tutoring programs, community recreation centres)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to different types of media texts to obtain and record key information *(e.g., compile a weather report based on television forecasts; summarize sports results from the newspaper; obtain transportation schedules from websites)*

Interpreting Media Texts

4.2 identify the purpose and intended audience of different types of media texts *(e.g., advertising flyers, public service or travel brochures, television commercials)*

Creating Media Texts

4.3 create media texts for different purposes *(e.g., a poster to advertise a school event, a stamp to commemorate an invention or discovery, a coat of arms to represent themselves or their families, a song to tell people about a favourite activity)*

Language Reference Chart – ELD Level 2

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., after reading, students identify prepositions used with phrasal verbs in the text, with teacher support, and add them to a word wall). English language learners in the ELD program need reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• count: high-frequency irregular forms (e.g., *child/children*) • non-count (e.g., no plural form – *water, ice, bread, sugar, money, paper*) • possessive form of proper nouns (e.g., *Paulo's hat.*) • ordinal numbers for dates (e.g., *the first, the twenty-ninth*) • articles *a, an, the*
Pronouns	• demonstrative: *this, these, that, those* • reflexive: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*
Verbs	• simple present (e.g., *We study science.*) • present progressive (e.g., *They are studying science.*) • simple past regular/irregular (e.g., *I bought a magazine yesterday. They played tennis all afternoon. We went to a restaurant last night.*) • *there was/were* • simple future (e.g., *I will call you tomorrow.*) • future with *going to* (e.g., *They're going to be late.*)
Adjectives	• possessive (e.g., *We ate at their house.*) • comparative/superlative (e.g., *taller/tallest*)
Adverbs	• modifying adjectives (e.g., *very* tall, *really* late) • of frequency and time (e.g., *already, sometimes, often, always, never, today, then, last*)
Transition words and phrases	• conjunctions: *because, so, first, next*
Question forms	• *"wh"* questions (e.g., *what, where, when, who, why*) • *how*
Negation	• *be, do* in simple past (e.g., *They weren't ready. We didn't like that story.*)
Prepositions	• with simple phrasal verbs (e.g., *take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over*)
Sentences	• simple (subject + verb + object or prepositional phrase) (e.g., *She reads books. She reads in the classroom.*) • compound with *and* (e.g., *She reads books, and she also plays sports.*)

II. Conventions of Print

Punctuation	• comma (for items in a list) • exclamation mark • apostrophe for possessive forms (e.g., *Paulo's* hat, the *children's* ball)
Capitalization	• proper nouns

English Literacy Development ELD Level 3

Open ELDCO

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in more detailed directions, instructions, and classroom presentations, with moderate contextual and visual support *(e.g., identify major weather trends from weather broadcasts; use a teacher-prepared graphic organizer to note main ideas from classroom presentations)*

Teacher prompt: "What questions can you ask yourself while you are listening to help you understand what you have heard?"

Listening to Interact

1.2 demonstrate understanding of spoken English on familiar topics that are relevant to community and school in interactive situations *(e.g., use the telephone to check the availability of an item advertised in a flyer; interview a classmate about a favourite book)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in spoken interactions on personal and content-area topics *(e.g., conduct surveys with other students and graph the results; interview a partner about how a past experience compares with a new experience in Canada, and record the results in a Venn diagram; participate in planning for a class celebration)*

Using Conversational Strategies

2.2 use a number of conversational expressions to negotiate spoken interactions *(e.g., engage in small talk with classmates using expressions such as "How's it going?", "What's up?", "What do you think?"; start a telephone inquiry for information with expressions such as "Could you please tell me …?", "I'm calling about …")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in supported situations *(e.g., give an oral presentation supported by pictures or graphics; assume a variety of roles in small-group activities; explain geometric concepts with the aid of a model; create questions in groups for a class quiz)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ELD Level 3 on page 152)*

Sound Patterns

3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., move syllable stress and reduce vowels in words within a word family [multiply, multiplication]; apply general rules about rhythm and stress patterns to unfamiliar words from rap songs or jazz chants)*

Communication Strategies

3.3 use a number of oral communication strategies to bridge gaps in spoken communication *(e.g., restate complex ideas in simple language and invite feedback; describe the features or components of objects for which they do not know or remember the word)*

Teacher prompt: "What words can you use to describe the size, shape, and function of this object?"

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a number of adapted texts and simple authentic texts *(e.g., short stories from diverse cultures, poems, short novels, letters, memos, and a variety of electronic texts)*

Demonstrating Understanding

1.2 demonstrate an understanding of adapted and simple authentic texts in a number of ways *(e.g., present role-plays; summarize key points; compose an alternative ending to a work of fiction; use a Venn diagram to record similarities and differences)*

Responding to and Evaluating Texts

1.3 respond to adapted and simple authentic texts, with minimal support *(e.g., participate in an informal class discussion about a text; complete a reader's response journal; participate in a role-play dramatizing the resolution of a conflict in a text; identify the main ideas and supporting details in a text)*

Text Forms

1.4 identify the characteristics of a number of text forms *(e.g., columns and rows in charts and tables, abbreviations in recipes, numbered steps in instructions and procedures, frames with dialogue in comics, a simple W-5 format in newspaper articles, quotation marks for dialogue in a narrative)*

Literary Elements

1.5 identify a number of literary elements in short stories, poems, and simple novels *(e.g., the theme of a story, turning points in the plot of a short story or novel, words that create mood or describe character traits)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 apply a number of appropriate reading strategies to:

- familiarize themselves with texts before they read them *(e.g., brainstorm with a partner to predict content; ask questions about illustrations, photographs, and graphic organizers; activate prior knowledge of a topic through a concept web; preview key vocabulary using picture dictionaries and other materials related to the topic of the text)*
- understand texts while they are reading them *(e.g., reread with a partner or read on; identify common prefixes, suffixes, and roots; chunk information and distinguish between main ideas and supporting details; pose questions to clarify meaning; highlight key words and make jot notes; use contextual clues such as signal words and phrases; look up unfamiliar words in learner dictionaries)*

- confirm understanding of texts after they have read them *(e.g., participate in literature circles; use graphic organizers to compare and contrast two texts; write a summary; work in a small group to create questions about a text for a class game)*

Teacher prompt: "What can you do when you don't understand a word?

Text Features

2.2 identify a number of features of adapted and simple authentic texts, and use them to aid or increase comprehension *(e.g., different fonts, italics, boldface type, bullets, table of contents, chapter titles, labelled diagrams)*

Connecting Devices

2.3 identify a number of connecting devices and transition words and phrases that are used to show relationships among ideas in adapted and simple authentic texts *(e.g., as, when, if, while; first of all, secondly, as well, finally)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level *(see the Language Reference Chart for ELD Level 3 on page 152)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a number of vocabulary acquisition strategies to build vocabulary *(e.g., complete graphic organizers of word families, synonyms, antonyms, and homonyms; use memory and visualization strategies to learn new words; refer to learner dictionaries; play a variety of word games)*

Word Recognition Strategies

3.2 use knowledge of familiar patterns of word structure to determine the meaning and pronunciation of unfamiliar words and expressions *(e.g., use common prefixes and suffixes to deduce meaning; identify word families; apply knowledge of the adverb ending "ly" to assist with pronunciation)*

Use of Resources

3.3 use a number of resources to build vocabulary and to determine the meaning of unfamiliar words *(e.g., simplified print and online encyclopaedias, a classroom word wall showing how prefixes and suffixes extend word families, a personal word list of simple phrasal verbs and their prepositions)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information in adapted and simple authentic texts pre-selected in collaboration with the teacher-librarian *(e.g., e-zines, brochures, simplified newspaper and magazine articles, simplified print and online encyclopaedias, websites)*

Extracting and Organizing Information

4.2 extract, record, and organize information from adapted and simple authentic texts for a variety of purposes *(e.g., make point-form notes, cue cards, and poster boards to prepare for oral presentations; complete a concept web for a guided-research project)*

Critical Thinking

4.3 identify sources of information from research, and discuss the reliability of the information, with teacher support *(e.g., newspapers, entertainment tabloids, personal blogs, books from school and public libraries, flyers, brochures)*

Teacher prompts: "Who makes decisions about what information is published in newspapers?" "Can you believe everything that is said in an advertisement? Why?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short texts to convey information and ideas for academic purposes using a variety of scaffolded forms *(e.g., use a model to write a short informational paragraph about a landform in a region of Canada; complete a science lab report following an outline provided by the teacher; outline safety instructions in a technology class; label a timeline showing important dates in Canada's history)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using a number of forms *(e.g., notices about items lost, found, or for sale; personal letters or e-mails describing experiences and impressions; letters of apology; responses to online surveys)*

Community and Workplace Purposes

1.3 write short texts to communicate information for official and personal purposes using a number of forms *(e.g., a school or work accident report, a short history of past work experience, a change-of-address request form, a request for information from a government agency or website)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information to develop a central idea in a scaffolded paragraph with a topic sentence, supporting ideas, and a concluding statement *(e.g., use a paragraph frame to structure an informational, narrative, or procedural paragraph)*

Linking Ideas

2.2 use a number of transition words and phrases to show relationships between ideas and information *(e.g., when, first, secondly, in the beginning, in addition, as well, finally)*

Teacher prompt: "What words and phrases did you use to connect the supporting details to your main idea?"

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures and Conventions of Print

3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level *(see the Language Reference Chart for ELD Level 3 on page 152)*

Teacher prompt: "How can you change this statement into a question?"

Spelling Strategies

3.2 use a number of spelling strategies to spell words accurately *(e.g., apply rules for forming plurals, contractions, and possessives; follow rules for changing base words when adding common endings; pronounce the silent letters in words: knock; relate new words to known words with similar sounds; find familiar words within longer words; keep a personal spelling list; use computer spell-check software)*

Teacher prompt: "What tells you that you need to double the final consonant before adding 'ed' to this word?"

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a number of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., generate ideas using collaborative concept webs; map out storyboards; write jot notes about a topic; complete Venn diagrams to see relationships; conduct interviews and do background reading to expand knowledge of a topic)*

Producing Drafts

4.2 produce draft pieces of writing using a number of different strategies and models *(e.g., teacher-prepared models; templates and student exemplars; graphic organizers)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a number of teacher-directed and independent strategies *(e.g., discuss ideas, content, and organization in peer and teacher conferences; reread for punctuation, clarity of ideas, appropriate verb tenses, and subject-verb agreement; confirm spelling using learner dictionaries; refer to checklists of editing/proofreading tasks)*

Publishing

4.4 use a number of elements of effective presentation to publish a final product *(e.g., labelled diagrams; graphs; different fonts for headings and subheadings; proper paragraph form, including spacing and margins)*

Metacognition

4.5 select and use a number of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., choose an appropriate graphic organizer to sort ideas for writing; identify pieces of writing that they think show their best work and explain the reasons for their choice)*

Teacher prompt: "How does conferencing with the teacher and peers help to improve your writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a variety of social and classroom contexts *(e.g., role play how to offer advice to a friend; simulate a telephone inquiry about community and/or school support services; create a dialogue in which they describe symptoms to a doctor)*

Non-verbal Communication

1.2 use non-verbal communication cues appropriately in a variety of social, academic, and workplace contexts *(e.g., exchange a "high five" with a friend, but shake hands with an interviewer; maintain a bigger personal space in a workplace than in a social gathering)*

Teacher prompt: "Let's brainstorm a list of situations when it is appropriate (correct) to shake hands. Are there differences in your home culture?"

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of a variety of facts about Canadian geography *(e.g., name and locate on maps the provinces and territories, major cities, and major rivers and lakes; complete charts showing the distribution of natural resources in some provinces/territories)*

Canadian Citizenship

2.2 describe the process by which immigrants become Canadian citizens *(e.g., application, residence in Canada for three years, knowledge of English or French, preparation for the citizenship test, participation in the citizenship ceremony)*

Canadian Diversity

2.3 demonstrate an awareness of the variety of languages and cultures represented in their local community *(e.g., compare gender roles, family structures, days of significance, and naming customs among linguistic or cultural groups in the community)*

Teacher prompt: "Do you use special words to address older people in your culture? In what other ways do you show respect for older people?"

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a number of policies and practices in place in the Ontario secondary school system *(e.g., the role of teachers; involvement of parents in school life and changes after their child turns eighteen; discipline expectations and consequences; district school boards' equity and antidiscrimination policies)*

Study Skills and Strategies

3.2 use a number of appropriate time-management and study skills and strategies to carry out learning tasks in all subject areas *(e.g., establish a study schedule; organize notes for study; meet with peers to plan projects; use graphic organizers to categorize information; highlight key information; create a personal mnemonic device)*

Strategies for the Cooperative Classroom

3.3 interact appropriately and respectfully in cooperative learning activities *(e.g., help keep the group on task; take turns; take on different roles as needed; show respect for other points of view)*

Knowledge of School and Community Resources

3.4 identify and use a number of school and community resources that are available to support lifelong learning *(e.g., school/community clubs and sports teams; the public library; guidance department brochures and personnel; career information databases; career days, field trips, and job shadow programs; settlement agencies)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts in a variety of forms to identify their key elements and characteristics *(e.g., compare the format of television sitcoms, game shows, and reality programs; compare the styles of news delivery used on television and in newspapers and tabloids; compare advertisements in magazines, on billboards, and in pop-ups on the Internet)*

Interpreting Media Texts

4.2 identify features in media texts that are used to appeal to specific audiences *(e.g., font style and size on packaging and in advertisements; pictures, illustrations, and colour in a brochure; images that feature people in a specific age group; celebrity endorsement in advertisements; type of music played in television advertisements)*

Teacher prompt: "What messages do advertisements on television and in magazines give about physical appearance for women and men?"

Creating Media Texts

4.3 create media texts for a number of different audiences and purposes, and explain their choice of format *(e.g., create a brochure to attract young travellers to their country of origin; produce a board game related to a classroom unit of study; create an advertisement for a new or imaginary product)*

Teacher prompt: "Think of advertisements aimed at specific audiences: for example, people who like basketball, people who like fast cars, or people who like a certain type of music. How do you know an advertisement is designed to appeal to that audience?"

Language Reference Chart – ELD Level 3

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while reading dialogues in narrative texts, students learn how to use quotation marks for direct speech). English language learners in the ELD program need reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• count: various irregular forms (e.g., *mice, knives, sheep, clothes*) • compound (e.g., *city street, school library, summer holiday*) • possessive forms (e.g., *The girl's bag. The girls' bags.*) • gerunds for activities and pastimes (e.g., *skating, swimming, fishing*) • ordinal numbers (e.g., *first, hundredth*) • articles *a, an, the*, no article
Pronouns	• possessive: *mine, yours, his, hers, its, ours, theirs* • indefinite: *some, no, any, every* + body/thing
Verbs	• past progressive (e.g., *She was saying goodbye.*) • modals: *have to / must / can* (e.g., *I have to go.*) • *would like* + noun phrase (e.g., *We would like more time.*) • *want/start/like* + infinitive (e.g., *They wanted to go home.*)
Adjectives	• irregular comparative/superlative (e.g., *better/best, worse/worst*) • of quantity (e.g., *a little, a lot of, some of, much, many*)
Adverbs	• of manner (e.g., *quietly, sadly, kindly, carefully*)
Transition words and phrases	• *first of all, secondly, in the beginning, as well, also, in addition, finally* • conjunctions: *as, when, if, while, that*
Question forms	• inverted word order: verb + subject (e.g., *Was he studying? Did she leave?*)
Negation	• *be, do, can* in past tenses (e.g., *We could not/couldn't finish on time.*) • *will* (e.g., *He won't go to the game.*)
Prepositions	• with phrasal verbs (e.g., *give up, look after, look up, talk over, get along, take off*)
Sentences	• compound (e.g., *She reads magazines, but she doesn't like novels.*) • direct speech (e.g., *"Welcome to the school," said the teacher.*)

II. Conventions of Print

Punctuation	• comma to set off parenthetical clauses (e.g., presenting research information: *Alberta, which has a lot of oil and gas, also has some of the highest mountains in Canada.*) • quotation marks for direct speech • apostrophe for possessive forms (e.g., *The girl's bag. The girls' bags.*)

English Literacy Development ELD Level 4

Open ELDDO

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations, with minimal contextual and visual support *(e.g., complete a teacher-prepared cloze activity with information from a class presentation; follow recorded message prompts from a bank or public service organization; extract key concepts from audio webcasts and library Dial-A-Story services)*

Listening to Interact

1.2 demonstrate understanding of spoken English on a variety of topics in interactive situations *(e.g., in a think-pair-share activity on a school-related topic; in a simulated job interview)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in more complex spoken interactions on a variety of topics and in a variety of situations *(e.g., request information about the community involvement activities required for a secondary school diploma; participate in a group jigsaw information-sharing activity; share information to solve a Sudoku puzzle)*

Using Conversational Strategies

2.2 use a variety of conversational expressions to negotiate spoken interactions *(e.g., disagree politely using expressions such as "I don't know about that …", "Good idea, but what about …?"; make polite suggestions using expressions such as "How about …?", "Why don't we try …?"; use modals such as "could" and "should" to offer advice, as in "You could try again tomorrow.")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in a variety of situations *(e.g., participate in a discussion about stereotypes in television shows and other media; contribute to a group discussion about how to complete a cooperative project)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ELD Level 4 on page 162)*

Sound Patterns

3.2 use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., change intonation patterns in tag questions to indicate a question or confirmation; stress the syllable before the suffix* ***-tion*** *[**attrac**tion, infor**ma**tion]; change the stressed syllable within a word to distinguish between its noun and verb forms [**prod**uce, pro**duce**; **re**cord, re**cord**; **re**ject, re**ject**])*

Communication Strategies

3.3 use a variety of oral communication strategies to bridge gaps in spoken communication *(e.g., keep a record of frequent mistakes and consciously monitor speech to avoid them)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a variety of increasingly complex texts *(e.g., myths and legends, short stories, brochures, news reports, graphic novels, charts and tables)*

Demonstrating Understanding

1.2 demonstrate an understanding of more complex texts in a variety of ways *(e.g., complete a graphic organizer showing the causes and effects of an event described in an informational text; explain the motivations of a character in a story; distinguish between main ideas and supporting details in a report)*

Responding to and Evaluating Texts

1.3 respond to a variety of adapted and authentic texts selected for study and pleasure *(e.g., create a stop-motion animation film using models based on a myth or legend studied in class; write short book reports; relate specific passages or events in a story to their own experiences)*

Teacher prompt: "Do you think this text about space exploration covered the topic well? Why or why not?"

Text Forms

1.4 identify the characteristics of a variety of text forms and explain how they help to communicate meaning *(e.g., descriptions in course calendars help with course selection; print and visual elements work together to convey a message in graphic texts and novels; the personal perspective of a historical journal narrative helps the reader understand how historical events affected individual people)*

Literary Elements

1.5 identify a variety of literary elements in short stories, novels, and poems, and describe their function *(e.g., simile, metaphor, personification, foreshadowing)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 apply a variety of appropriate reading strategies to:

- familiarize themselves with texts before they read them *(e.g., predict content by participating in a think-pair-share; collaborate to generate a list of questions about the topic; use information from visuals to make predictions about a text)*
- understand texts while they are reading them *(e.g., reread or read on to confirm or adjust predictions; skim and scan for main ideas and supporting details; complete graphic organizers; monitor understanding of a text in groups; look up words in learner dictionaries)*
- confirm understanding of texts after they have read them *(e.g., participate in a class discussion; record reactions in a reading log; discuss questions about a text with a reading partner)*

Teacher prompt: "What strategies did you use most often to help you to understand the text?"

Text Features

2.2 use specific features of content-area texts to locate and extract information *(e.g., headings and subheadings, sidebars, text boxes, margin notes, graphs, columns and rows in a table, a grid and coordinates in a map, an index, a glossary)*

Teacher prompt: "What organizing devices and symbols in this textbook help you to locate information?"

Connecting Devices

2.3 identify a variety of connecting devices and transition words and phrases that are used to show relationships among ideas in texts *(e.g., in contrast, in conclusion, yet)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level *(see the Language Reference Chart for ELD Level 4 on page 162)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a variety of vocabulary acquisition strategies to build subject-specific vocabulary *(e.g., use context clues to infer meaning; create a notebook of vocabulary related to various subject areas; consult a variety of print and electronic dictionaries; chart word families; solve jigsaw word puzzles; create and play interactive word games)*

Word Recognition Strategies

3.2 use knowledge of a variety of patterns of word structure and word order to determine the meaning of content-area words *(e.g., determine how meaning changes when prefixes and suffixes change; infer meaning from word order)*

Use of Resources

3.3 use a variety of resources to build vocabulary and determine the meaning of unfamiliar content-area words *(e.g., a variety of print and electronic dictionaries, websites designed for English language learners, glossaries and text boxes in subject textbooks)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information for guided research from a variety of teacher-selected texts *(e.g., books, encyclopaedias, websites, DVDs, video clips, news reports)*, and determine whether the ideas and information gathered are relevant to and adequate for the purpose

Extracting and Organizing Information

4.2 select and organize information from texts for a variety of purposes *(e.g., use teacher-prepared outlines to make notes for guided-research projects; develop word webs and fishbone maps to organize ideas for a report)*

Critical Thinking

4.3 identify a variety of sources of information on the same topic, and compare them for reliability and point of view *(e.g., compare reports from ethnocultural community newspapers versus mainstream newspapers, television versus radio broadcasts, print versus electronic magazines)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write longer texts to convey information and ideas for academic purposes using a variety of forms *(e.g., a summary of main points for a guided-research project; a biographical sketch of a famous Canadian based on research; a book report or website review; a letter to the author about their reaction to a particular text)*

Personal Purposes

1.2 write longer texts to express ideas and feelings using a variety of forms *(e.g., poems, song lyrics/raps, journals or diaries, e-mails or letters, text messages, narratives, descriptions, class graffiti walls)*

Community and Workplace Purposes

1.3 write longer texts to communicate information for official and personal purposes in a variety of forms *(e.g., complete a driver's licence application form or a short medical history form; compose a statement of interest for a co-op placement or an internship; write a thank-you note for a job interview)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information to develop a central idea in two or more linked paragraphs *(e.g., use a variety of graphic organizers to sort and order main ideas and supporting details for a review of a book, movie, or video game)*

Linking Ideas

2.2 use a variety of connecting devices and transition words and phrases to show relationships between ideas in linked sentences and paragraphs *(e.g., in contrast, in conclusion, yet, furthermore)*

Teacher prompt: "What words or phrases could you use to help the reader follow your thinking more easily?"

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures and Conventions of Print

3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level *(see the Language Reference Chart for ELD Level 4 on page 162)*

Teacher prompt: "How can you change the adjective 'neat' into an adverb that describes how a student writes?"

Spelling Strategies

3.2 use a variety of spelling strategies to spell words accurately *(e.g., apply knowledge of prefixes, suffixes, and roots; refer to dictionaries and electronic spell-checkers; divide long words into manageable chunks; use mnemonic devices to learn difficult spellings)*

Teacher prompt: "Tell a partner about a memory trick you use to help you spell a certain word correctly."

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., consider purpose and audience in choosing an appropriate form for writing; generate ideas using concept or word webs, brainstorming, discussions; interview people with knowledge of the topic; conduct an Internet search)*

Teacher prompt: "How does discussing your topic with a partner help you to prepare for writing?"

Producing Drafts

4.2 produce draft pieces of writing using a variety of strategies and models *(e.g., a variety of graphic organizers, student exemplars)*

Teacher prompt: "How can looking at an exemplar help you with your writing?"

Revising and Editing

4.3 revise, edit, and proofread drafts using a variety of strategies *(e.g., discuss ideas, organization, and word choice in conferences with the teacher; use an author's circle for peer feedback; reread to check clarity of ideas and word choice; refer to a checklist to double-check punctuation, consistency of verb tense, and subject-verb agreement; verify spelling using print and electronic resources)*

Teacher prompt: "What similar words could you use instead of _____?"

Publishing

4.4 use a variety of elements of effective presentation to publish a final product *(e.g., italics, bolding, and underlining for emphasis; layouts that enhance or highlight the content; detailed labels)*

Metacognition

4.5 select and use a variety of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., use a reflection journal to record ideas and learning about writing; maintain a writing portfolio that they think shows their best work and explain the reasons for their choice)*

Teacher prompt: "What helped you organize your ideas on paper?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a wide variety of social and classroom contexts *(e.g., "What's up?" to peers versus "Hello. How are you?" to teachers; "I'm sorry, would you please repeat that?" to an adult acquaintance versus "What did you just say?" to a friend; "Thanks a lot" to a friend or a family member versus "I really appreciate your help" to a sales assistant in a store)*

Non-verbal Communication

1.2 adjust their use of non-verbal communication cues to suit a variety of social, academic, and workplace contexts *(e.g., eye contact, gestures, personal space, handshakes, posture, touch)*

Teacher prompt: "Let's watch the video without sound. How well do these people know each other? How do you know?"

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of a variety of facts about Canadian political processes and structures *(e.g., name the types of services that are provided by each level of government; identify current political figures and their roles; explain the process of electing governments in Canada)*

Canadian Citizenship

2.2 demonstrate knowledge of key facts about Canadian citizenship, levels of government in Canada, and current Canadian issues *(e.g., identify the steps in the application process for Canadian citizenship; identify some rights and responsibilities of Canadian citizenship, such as free speech and voting; research issues such as energy conservation, recycling, election platforms of different political parties, human rights)*

Teacher prompt: "What are some of the ways you can influence decisions about an issue you are interested in?"

Canadian Diversity

2.3 identify needs that all people share and needs that are different because of culture, religion, language background, age, and/or gender role *(e.g., summarize information from films, videos, and print sources on diverse needs of people in Canadian communities)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe aspects of the Ontario secondary school system that can help them achieve their personal, educational, and/or occupational goals *(e.g., the focus on both process and product in the achievement chart categories, the focus on learning skills in the Provincial Report Card, policies on accommodating religious dress and worship traditions)*

Study Skills and Strategies

3.2 use a variety of appropriate time-management, study, and test-preparation skills and strategies to carry out learning tasks in all subject areas *(e.g., make notes; rehearse with cue cards; determine priorities; manage time efficiently; follow directions)*

Strategies for the Cooperative Classroom

3.3 participate effectively in cooperative learning activities to complete group tasks *(e.g., express opinions appropriately; express disagreement politely; pay attention to peers' and teachers' comments; contribute by building on peers' and teachers' comments; negotiate group roles and tasks)*

Knowledge of School and Community Resources

3.4 identify and explain the purpose of a variety of school and community resources that are available to support lifelong learning, and use them appropriately as needed *(e.g., summer, night, and virtual school opportunities; international language classes; the school board's policies and procedures on bullying and harassment; antidiscrimination and safe schools policies; local organizations where students can volunteer in order to complete the diploma requirement for community involvement activities; public reference libraries)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to coverage of the same subject or issue in different media sources and compare the type of information provided *(e.g., compare television, newspaper, and Internet accounts of a natural disaster or a sports event)*

Teacher prompt: "How did the map in the newspaper report help you understand the television coverage of the hurricane?"

Interpreting Media Texts

4.2 compare media texts that are designed to appeal to different audiences, and identify elements that are aimed at specific groups *(e.g., visuals that show particular types of people or that evoke a particular mood, youth-oriented language and music, key words or slogans that reveal a particular point of view)*

Teacher prompt: "Do you think all people who read this brochure will react in the same way? Would an older person react in the same way as a teenager? Why or why not?"

Creating Media Texts

4.3 create media texts for a variety of audiences and purposes, and explain their content and design decisions *(e.g., a mock television or radio announcement to inform students about a school-related issue, a multi-media presentation to orient newcomer students to the school and community, a movie poster based on a novel they have read)*

Language Reference Chart – ELD Level 4

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while writing a science lab report using an outline, students learn how to use comparative and superlative adjectives with *more* and *most*). English language learners in the ELD program need reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• collective (e.g., *team, group, family, crowd*) + verb agreement
Numbers	• all cardinal and ordinal numbers
Pronouns	• indefinite (e.g., *some, no, any, every + one*)
Verbs	• present perfect (e.g., *They have just/already left.*) • present perfect progressive (e.g., *What have you been doing?*) • modals: *could, would, should* (e.g., *I couldn't see anything.*) • conditional: type 1/probable (e.g., *If it rains, we will stay home.*) • *used to* (e.g., *They used to go to Montreal.*)
Adjectives	• comparative/superlative with *more, most* (e.g., *more useful, most useful*) • *other, another, each*
Adverbs	• adjectives + *ly* (e.g., *happily, truly, extremely, beautifully*)
Transition words and phrases	• *in contrast, in conclusion, yet, furthermore* • conjunctions: *before, after, when, then, while*
Question forms	• *"wh"* questions with a few different verb tenses (e.g., *What was he studying? Why has the music stopped?*) • with modals (e.g., *Should we take the bus?*)
Negation	• with a few different verb tenses (e.g., *He wasn't playing soccer. They didn't bring lunch.*)
Prepositions	• with a variety of phrasal verbs (e.g., *be away, be back, be for, be over, be up; ask about, ask for, ask* [someone] *in, ask* [someone] *out*)
Sentences	• complex, with relative clause (e.g., *I like to watch television programs that cover sports events. People who like sports often watch a lot of television.*) • indirect speech (e.g., *The teacher asked the students to come in.*)

II. Conventions of Print

Punctuation	• colon before a list (e.g., *Bring the following items: pen, pencil, and paper.*) • parentheses (e.g., for additional information)

English Literacy Development ELD Level 5

Open **ELDEO**

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in complex directions, instructions, and classroom presentations *(e.g., take notes on a documentary; use information from a classroom presentation to complete a graphic organizer; identify differences between reports of a news event from radio and television broadcasts; follow a series of technical instructions to complete a task)*

Listening to Interact

1.2 demonstrate understanding of spoken English on a wide variety of topics in interactive situations *(e.g., in a collaborative activity to develop a group presentation; in discussions with peers about current events or issues)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in extended spoken interactions on a variety of topics and in a variety of situations *(e.g., work in a group to plan and organize a class trip, to dramatize events from stories and novels studied in class, and/or to negotiate solutions to tasks and problems)*

Using Conversational Strategies

2.2 use a wide variety of conversational expressions to negotiate spoken interactions of many different types *(e.g., accept and reject information using expressions such as "I thought so", "I knew it", "I don't see it that way", "I'm not sure about that"; close a formal conversation or job interview using expressions such as "Thank you for your time", "I really appreciate ...")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in a wide variety of situations *(e.g., make a presentation on the rights and responsibilities of Canadian citizenship, with reference to the Canadian Charter of Rights and Freedoms; interview an expert or an eyewitness in preparation for writing a news article)*

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ELD Level 5 on pages 172–173)*

Teacher prompt: "Should there be an article before this noun? Why or why not?"

Sound Patterns

3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate both explicit and implicit meaning accurately *(e.g., stress the content words in a sentence to clarify meaning [I **read** the book last **night**]; use pitch and volume appropriately to indicate emphasis and/or emotions [surprise, joy, annoyance]; use tone and volume to clarify implied messages in rap lyrics)*

Communication Strategies

3.3 use a wide variety of oral communication strategies to bridge gaps in spoken communication *(e.g., notice and correct slips and errors; anticipate misunderstandings and rephrase to avoid or correct them; use circumlocution and paraphrase to compensate for incomplete knowledge of vocabulary and grammar)*

Teacher prompt: "If you don't know the word(s) for something, what strategies can you use to help get your meaning across?"

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a wide variety of increasingly complex texts *(e.g., novels, magazine articles, manuals, online and print encyclopaedias, textbook excerpts, informational books on a range of topics)*

Demonstrating Understanding

1.2 demonstrate an understanding of complex texts in a wide variety of ways *(e.g., follow a series of instructions to set up a DVD player; summarize a report about the impact of human activity on aquatic systems; describe how they would "counsel" a character in a novel)*

Responding to and Evaluating Texts

1.3 respond to more complex texts in a variety of ways *(e.g., identify what is fact and what is opinion in newspaper, online, or magazine articles; explain what they would change in an author's treatment of a particular topic; identify a favourite passage in a text and explain what they like about it)*

Text Forms

1.4 analyse a wide variety of text forms to identify key characteristics, and explain how they help to communicate meaning *(e.g., illustrations in a "how-to" manual help clarify instructions; captions in photo essays clarify or highlight the message of the pictures; numbered points in an overview or summary identify key information)*

Teacher prompt: "How does the organizational pattern in this manual make it easy for you to locate the information you need?"

Literary Elements

1.5 identify a wide variety of literary elements in short stories, novels, and poems, and explain how they help convey the author's meaning *(e.g., explain why they think an author uses a first-person or a third-person narrator; explain how setting, plot, and character help illustrate the theme in a short story)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 apply a wide variety of appropriate reading strategies to:

- familiarize themselves with texts before they read them *(e.g., independently generate a list of questions about the topic; brainstorm the topic with a partner to activate prior knowledge; preview text features to understand organization)*
- understand texts while they are reading them *(e.g., interpret context clues; use visualization to clarify details of characters, scenes, or concepts; monitor understanding by identifying and restating the main idea and supporting details; summarize sections of text during reading; make inferences about a character's motivation)*
- confirm and extend understanding of texts after they have read them *(e.g., do further research to deepen understanding of a topic; identify bias; participate in school reading clubs)*

Teacher prompt: "What questions do you ask yourself after reading to check whether you have understood?"

Text Features

2.2 use specific features of a wide variety of texts to locate information and aid comprehension *(e.g., graphics, questions, summaries, footnotes/endnotes, reference lists/works cited, back covers of novels)*

Connecting Devices

2.3 identify a wide variety of connecting devices and transition words and phrases, and explain how they show relationships among ideas in texts *(e.g., either … or, neither … nor, both … and, as … as, although, as a result of)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level *(see the Language Reference Chart for ELD Level 5 on pages 172–173)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a wide variety of vocabulary acquisition strategies to build subject-specific vocabulary and determine the meaning of unfamiliar words *(e.g., compare multiple definitions found in a dictionary and select the correct meaning for a particular context; compile subject-specific glossaries; create lists of synonyms)*

Word Recognition Strategies

3.2 use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., recognize changes of meaning caused by suffixes that differentiate parts of speech [photograph, photographer, photographic]; recognize root words with Latin and Greek origins used in science, mathematics, and technology [milli = thousand: **milli**metre = a thousandth of a metre; micro = small: **micro**scope = an optical instrument for viewing very small objects])*

Use of Resources

3.3 use a wide variety of resources to extend vocabulary and determine the precise meaning of words *(e.g., select among a range of vocabulary resources, such as dictionaries, glossaries, manuals, online references, and technical dictionaries)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate and compare information for independent research from a variety of school and community sources selected in collaboration with the teacher-librarian, and cite information from those sources appropriately *(e.g., articles, non-fiction books, encyclopaedias, websites, DVDs, blogs)*

Extracting and Organizing Information

4.2 select information and organize it effectively for a wide variety of purposes *(e.g., use a graphic organizer to identify the basic rights in the Canadian Charter of Rights and Freedoms; compare cultural practices of diverse groups using a T-chart or Venn diagram)*

Critical Thinking

4.3 compare a wide variety of sources of information to evaluate their reliability *(e.g., websites, newspapers, tabloids, blogs)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write longer and more complex texts to convey information and ideas for academic purposes using a wide variety of forms *(e.g., a series of linked paragraphs synthesizing information from an independent research project about the changing role of technology; a news report using the five-W's format; a mystery story using the structures and conventions of the genre; a report outlining the steps in a science experiment)*

Personal Purposes

1.2 write longer and more complex texts to express ideas and feelings using a wide variety of forms *(e.g., poems, song lyrics/raps, blogs, e-mails or letters, narratives, descriptions, journal entries)*

Community and Workplace Purposes

1.3 write longer and more complex texts to communicate information for official and personal purposes using a wide variety of forms *(e.g., a résumé and cover letter; an online purchase agreement; a letter of complaint to a customer service department; a letter to cancel a contract, service, or subscription)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information to develop a central idea in a structured composition of three or more paragraphs *(e.g., use a graphic organizer to map cause-and-effect relationships for a report about an endangered species; use the five-W's format in a newspaper article about a real or imaginary community event)*

Teacher prompt: "Are there any key ideas that are missing or that need more explanation?"

Linking Ideas

2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas in linked sentences and paragraphs *(e.g., now that, as a result of, because of, although, even though)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures and Conventions of Print

3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level *(see the Language Reference Chart for ELD Level 5 on pages 172–173)*

Spelling Strategies

3.2 use a wide variety of spelling strategies to spell words accurately *(e.g., divide words into syllables; consult specialized print and electronic dictionaries; use electronic spell-checkers; record difficult words in a spelling list or journal, highlighting tricky letters or groups of letters)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a wide variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., consider purpose and audience in choosing a form for writing; generate ideas using webs, discussions with peers and the teacher, and prior reading and experience; cluster and sort ideas and information; consult the teacher-librarian about relevant print and electronic resource materials)*

Producing Drafts

4.2 produce draft pieces of writing using a wide variety of strategies and models *(e.g., a variety of graphic organizers, jot-notes made while reading, student exemplars or authentic texts)*

Teacher prompt: "What are some strategies writers use to convince the reader? Can you use these strategies in your own writing?"

Revising and Editing

4.3 revise, edit, and proofread drafts using a wide variety of strategies *(e.g., reread for clarity and organization of ideas; use print and electronic resources to confirm spelling; vary word choice through the use of a thesaurus; review drafts with the teacher and peers, and explain how a piece of writing has evolved)*

Teacher prompt: "Explain how your dictionary and thesaurus helped you with your revisions."

Publishing

4.4 use a wide variety of elements of effective presentation to publish a final product *(e.g., a cast list and drama dialogue format for a play, a table of contents for a handbook or manual, a brief glossary of terms for an essay about new technology, computer-generated graphs and charts for a science report)*

Metacognition

4.5 select and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., use a reflection journal to explain thinking and identify strengths, areas for improvement, and next steps; respond to teacher and peer questions about why they used certain strategies more often than others)*

Teacher prompt: "In what way does reading a variety of texts help you in your writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a wide variety of social, classroom, and workplace contexts *(e.g., "Huh?" to peers versus "I don't understand" to a teacher; "Joe" to a co-worker versus "Mr. Baca" to a customer or supervisor; "May I speak to / I'd like to speak to Ms. Starsky" when phoning for an employment interview versus "Is Sabina there?" when phoning a friend; "Okay, guys" when addressing a class project team versus "My fellow students" when giving a campaign speech for election to the Student Council)*

Teacher prompt: "What are some of the expressions you have heard when listening to your classmates begin presentations?"

Non-verbal Communication

1.2 identify non-verbal communication cues that are appropriate or inappropriate in a wide variety of social, academic, and workplace situations, and adjust their behaviour to suit the particular occasion *(e.g., role play scenarios requiring formal and informal behaviour, and determine what behaviour is appropriate in each case)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of a variety of significant facts about Canadian history and culture *(e.g., identify contributions of Aboriginal individuals to Canada; describe the early settlement patterns and contributions of significant groups and individuals in New France and in British North America)*

Canadian Citizenship

2.2 demonstrate knowledge of important social and political documents that guarantee rights and freedoms in Canadian society *(e.g., identify the basic rights specified in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, school board equity policies)*

Canadian Diversity

2.3 describe some benefits and challenges of living in a society composed of diverse linguistic and cultural groups *(e.g., the effects of maintaining or not maintaining particular forms of dress in certain cultures; the effects of accommodating or not accommodating various religious practices or traditions at school and work)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe graduation requirements of the Ontario secondary school system and support services that are available to help them achieve their goals *(e.g., graduation requirements and related components, such as compulsory credit, transcript, full-disclosure requirements, the literacy test, diploma requirements for community involvement activities, the Specialist High-Skills Major program, criteria for earning a diploma or certificate of achievement; services to assist with planning and goal-setting for postsecondary life)*

Study Skills and Strategies

3.2 use a wide variety of study and time-management skills effectively to carry out learning tasks, and explain their relevance to future academic and career plans *(e.g., manage time efficiently; plan work and complete tasks satisfactorily; use technology appropriately)*

Teacher prompt: "Describe a situation at work or home where it would help you to break a task down into manageable segments."

Strategies for the Cooperative Classroom

3.3 participate and interact effectively, and take on leadership responsibilities to complete collaborative classroom projects *(e.g., listen actively; clarify directions; share ideas; plan work and delegate tasks; offer constructive criticism)*

Knowledge of School and Community Resources

3.4 identify and explain the purpose of a wide variety of school and community resources that are available to support lifelong learning, and use them appropriately to implement their educational and career plans *(e.g., Independent Learning Centre, career counselling centres, the Ontario Skills Passport, cooperative education and apprenticeship opportunities, postsecondary education guides)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences *(e.g., youth-oriented music, celebrity endorsements, visual images)*

Teacher prompt: "What message on the packaging made you want to buy this video game?"

Interpreting Media Texts

4.2 compare a variety of media texts, and evaluate them for balance, inclusiveness, and possible bias *(e.g., media texts representing people of different ages, genders, income levels, and ethnocultural backgrounds; news reports of a conflict that present single or multiple points of view)*

Teacher prompt: "What different groups do you see in this media text? Does the text treat them differently? If so, how and why?"

Creating Media Texts

4.3 create media texts for a wide variety of audiences and purposes, and explain their content and design decisions *(e.g., create a T-shirt logo and slogan for a school-wide information campaign; compile a collection of symbols found in traditional and contemporary art forms of specific Aboriginal groups)*

Language Reference Chart – ELD Level 5

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while practising writing advice letters for a class assignment, students learn to use the type 2/unlikely conditional verb tense). English language learners in the ELD program need reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• abstract (e.g., *advice, information, beauty, knowledge, philosophy, democracy*) + *a, an*, no article (e.g., *He had a good knowledge of math. He had knowledge about many things.*)
Pronouns	• relative: *who, which, that, whose* • reciprocal: *each other*
Verbs	• past perfect (e.g., *They had studied English before they arrived in Canada.*) • present perfect progressive (e.g., *What have you been doing?*) • conditional: type 2/unlikely (e.g., *If I had a million dollars, I would buy a large house.*) • consistent use of tenses (e.g., maintain the same verb tense in a sentence or paragraph)
Adjectives	• *the* + adjective (e.g., *the most common*) • irregular comparative/superlative (e.g., *far/farther/farthest; bad, worse, worst; good, better, best; little, less, least*) • adjective phrases (e.g., *The man* ***in the red hat*** *lives close to me.*)
Adverbs	• of possibility (e.g., *probably, definitely, possibly*) • of opinion (e.g., *obviously, clearly*)
Transition words and phrases	• *either … or, neither … nor, both … and* • *as … as* (e.g., *My plans are as important as hers.*) • *now that, though, although, even though, yet, since, because of, as a result of*
Question forms	• tag questions (e.g., *They couldn't understand him, could they? Ann is studying music, isn't she?*) • information requests + various tenses (e.g., *When were they leaving on vacation? How have you been?*)
Negation	• with various tenses and/or modals (e.g., *They couldn't have finished already! We haven't been going to the gym recently.*) • with *unless* (e.g., *Unless you have a permit, you can't drive.*)
Prepositions	• with a variety of phrasal verbs (e.g., *break down/up/out, call for/in/on, cut down/in/off/out/up, fall back/behind/in/out/through*) • *by* + gerund (e.g., *I did well on the math test by memorizing all the formulas.*) • *during, following, regarding*
Sentences	• complex, with subordinate clause (e.g., *Because we were stuck in traffic, the girl on the bike arrived ahead of us.*)

II. Conventions of Print

Punctuation	• hyphen • colon, semi-colon • apostrophe • quotation marks • parentheses • ellipses

GLOSSARY

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians, Inuit, and Métis.

academic language. A style of language incorporating technical and specialized terms and used to communicate for academic purposes.

acculturation process. The process of cultural adjustment that newcomers experience when they arrive in a new country. Four stages have been identified in this process. During the first stage, **initial enthusiasm**, newcomers may feel excitement and optimism about the new country and the new opportunities it presents, combined with some anxiety about the future. During the second stage, **culture shock**, newcomers may experience confusion, misunderstandings, depression, and isolation, and as a result may demonstrate withdrawal and avoid contact with the mainstream culture. During the third stage, **recovery**, newcomers may feel less anxious, show renewed optimism and more constructive attitudes, and try out new behaviours associated with their adopted culture. During the fourth stage, **acculturation/integration**, newcomers may feel that their emotional equilibrium is restored and become able to value both their own culture and that of their adopted country.

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given course. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular course can be confident that their children will be prepared for work in the next course. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 indicates achievement that surpasses the standard.

adapted text. A text that has been rewritten so that the reading level is easier and students can more easily make connections to prior knowledge and determine meaning. Adaptations to the text may include simplifying and/or defining relevant vocabulary, using short, relatively simple sentences, and maintaining a consistent format (e.g., a topic sentence followed by several sentences providing supporting details all of which are relevant to the content).

audience. The intended readers, listeners, or viewers for a particular text.

authentic text. A text that has not been simplified or adapted for English language learners. *See also* **authentic English**.

authentic English. English that is not manipulated or revised to make it easier to understand. The language used daily by first-language speakers includes idioms, hesitations, incomplete sentences, implied meanings, and culturally specific references.

authentic language task. A language learning task that involves using language to communicate a message and/or accomplish a purpose in a real-world situation.

background knowledge. The background experience and knowledge that a student brings to classroom learning. Sometimes referred to as *prior knowledge.*

barrier game. A language learning game, usually played in pairs, in which each player has different information that both need in order to solve a problem. A physical barrier between the players is used to prevent them from seeing each other's information. Players must ask each other and respond to questions to bridge the "information gap" and solve the problem.

basic interpersonal communication skills (BICS). Face-to-face language skills used in everyday communication – listening, speaking, carrying on basic conversations, and getting one's basic needs met. English language learners typically acquire basic interpersonal communication skills before they develop proficiency in more complex, academic language.

biculturalism. The ability to understand equally well, and follow, the cultural rules and norms of two different cultural systems.

bilingual. Able to function equally well in two different languages.

bilingual dictionary. A two-language translation dictionary (e.g., English – French) in which the learner can look up a word in one language and find its equivalent in the other.

blog. A short form for *Web log.* An online forum where people share personal journal entries, opinion articles, and/or photographs with others on a regular basis.

cognitive academic language proficiency (CALP). Language proficiency associated with schooling and the abstract language abilities required for academic work. A more complex, conceptual, linguistic ability than conversational language, CALP includes facility in analysis, synthesis, and evaluation. English language learners need at least five years to develop cognitive academic language proficiency in English.

choral reading. A group recitation of a story or poem, intended to help students gain confidence in reading.

circumlocution. A communication strategy used by English language learners when they do not know or remember a particular word. To get their meaning across, learners may define or describe the item, give examples, or cite characteristics of the item.

citizenship. The condition of being vested with the rights, duties, and responsibilities of a member of a state or nation.

cloze passage. A passage of text with some words omitted (e.g., *Canada's mineral resources include nickel, copper, and* _____). Students complete cloze passages to demonstrate reading comprehension, knowledge of the subject matter, and proficiency with specific items of grammar, vocabulary, or spelling.

cognate. A word related to another word in origin and/or meaning (e.g., English *school* and *scholar*; English *school* and Spanish *escuela*).

coherence. A text possesses coherence when its ideas, argument, or exchanges are presented in a logical, orderly, and consistent manner.

communication strategies. Strategies that are used to convey and interpret messages in a second language when there is inadequate knowledge of vocabulary or rules to govern the exchange. *See*, for example, **circumlocution**.

communicative approach. An approach to second-language teaching in which real communication is emphasized and grammar is learned inductively from examples that occur naturally in the context.

communicative competence. The ability to comprehend and produce fluent and appropriate language in all communicative settings.

comprehensible input. Language that is made comprehensible to the learner through the use of visual aids, familiar content, rephrasing, repetition, and so on.

comprehension. The ability to understand and draw meaning from spoken, written, and visual communications in all media.

comprehension strategies. A variety of cognitive and systematic techniques that students use before, during, and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and to familiar texts, questioning, finding main ideas, summarizing information, inferring, analysing, synthesizing.

concept map. A graphic organizer students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

concepts of print. Concepts related to the way language is conveyed in print that are necessary for reading readiness. Print concepts include directionality (English-language text is read from left to right and from top to bottom), the difference between letters and words (letters are symbols that represent sounds; words are made up of letters; there are spaces between words), the use of capitalization and punctuation, and the common characteristics of books (title, author, front/back).

connective device. A graphic signal, word, or phrase that links or shows relationships between ideas.

consonant cluster. A group of two or more consonant sounds that occur together (e.g., */str/* in *stripe*).

content words. Words such as nouns, verbs, and adjectives that convey the meaning of a sentence.

content-based language instruction. An instructional approach in which topics related to curriculum content are used as the vehicle for second-language learning. These topics are often delivered through thematic units. Students thus acquire important curriculum-based knowledge and skills at the same time as they learn language.

conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions

help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index). *See also* **text features**.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice.

critical thinking. The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical-thinking skills used in reading and writing include: examining opinions, questioning ideas, detecting bias, and making and supporting judgements.

cueing systems. Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. **Semantic** (meaning) **cues** help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. **Syntactic** (structural) **cues** help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences. **Graphophonic** (phonological and graphic) **cues** help readers to decode unknown words using knowledge of letter or sound relationships, word patterns, and words recognized by sight. *See also* **syntax**.

culture. The way in which people live, think, and define themselves as a community.

dialect. The form of a language peculiar to a specific region or to characteristics such as social class or education level. A dialect features variations in vocabulary, grammar, and pronunciation.

dictogloss. An activity in which a short text is read aloud at normal speed to students. The students take down the key words and then attempt to reconstruct the passage from their general understanding of the gist of the text and from their notes. The task of reconstructing the text in their own words requires students to focus consciously on their knowledge of the content and the relationship between ideas and words. The activity also involves small-group interaction wherein students pool their key words and understanding to complete the task.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, age, religion, and socio-economic circumstances.

editing. The making of changes to drafts to correct grammatical, punctuation, and spelling errors, and generally ensure that the writing is correct. *See also* **writing process**.

environmental print. Written texts encountered in the everyday environment, such as labels, signs, billboards, sandwich boards, product logos, and packaging.

fishbone map. A graphic organizer that uses framing questions to show the causal relationships involved in a complex event. Framing questions might include: "What are the factors that cause X? How do they relate to one another?"

flow chart. A diagram showing a sequence of events, actions, or steps in a process (e.g., the sequence of events in a short story).

forms of informational texts. Examples include: textbook, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (business or personal), invitation, manual, biography, résumé, brochure, reference book, encyclopaedia.

forms of literary texts. Examples include: story, short story, myth, legend, folk tale, poem, ballad, novel, play, script, picture book, graphic novel.

forms of media texts. Examples include: advertisement, e-mail, film, video, DVD, stop-motion animation film, clothing, athletic wear, food packaging, newspaper, magazine, brochure, movie trailer, editorial, song, sports program, documentary, travelogue, television commercial, cartoon, web page, interactive software, database, blog.

forms of writing. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, recount (personal or informational), transcription of an interview, announcement, argument, position paper, essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, memoir, journal, riddle, script for a commercial, advertisement, list, survey, word web, chart.

four corners activity. An activity in which students are asked to respond to a strong or controversial statement. The four corners of the room are labelled with four points of view (e.g., "Agree", "Disagree", "Strongly Agree", "Strongly Disagree"). Students are asked to go to the corner of the room that corresponds to their opinion of or reaction to the statement. Students are given time to talk and to prepare a case to persuade their classmates to join their corner. They choose a spokesperson to explain their reason for choosing that corner. Time may be given after the four presentations for questioning or challenging other groups. Students are then asked to move to a new corner if they were swayed by another group's presentation.

graded reader. Books that are graded by vocabulary level and complexity of sentence structure (e.g., a graded reader at the level of the 1,000 most common words in English).

graphic organizer. A visual framework (e.g., a flow chart, a Venn diagram, a word web) that helps students organize, analyse, synthesize, and assess information and ideas. Sometimes referred to as a "key visual". *See also* **concept map, flow chart, fishbone map, T-chart, Venn diagram, word web**.

graphophonics. The study of the relationships between the symbols and sounds of a language and the visual information on the page.

guided reading. A reading process in which the teacher guides students through a text, using a series of structured activities before, during, and after reading.

higher-order thinking. The process of mentally manipulating and transforming information and ideas in order to solve problems, acquire understanding, and discover new meaning. Higher-order

thinking skills include: focusing, information gathering, combining facts and ideas, organizing, analysing, synthesizing, generalizing, integrating, explaining, hypothesizing, interpreting, evaluating, drawing conclusions.

idiom. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., "A new magazine *hit the newsstands.*" or "She's *dancing up a storm.*")

inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *fire fighter* includes both males and females, whereas *fireman* refers only to males).

intonation. The rise and fall of the pitch of the voice in speaking. Intonation is used to communicate information additional to the meaning conveyed by words alone (e.g., a rising intonation at the end of a sentence indicates a question).

jigsaw activity. A collaborative learning activity in which individuals or groups of students read or listen to specific sections of a text and then come together to share their information.

K-W-L. A learning activity that helps students draw on background knowledge before reading and focus on and retain specific information during and after reading. Prior to reading about a topic, with teacher assistance, students identify what they *know* about the topic and what they *want to know* and record the information in the first two columns of a chart. After reading about the topic, students record what they *learned* in the third column of the chart.

language-experience approach. A method of promoting reading in which the teacher begins with the experiences the students bring to class (or have together) and then works with the students to compose stories in the students' own words. The stories may then be used in a variety of ways to develop reading and oral skills.

language-learning strategies. Strategies that learners use to assist in the acquisition of a second language. Examples include: memorizing, visualizing, organizing and classifying vocabulary, monitoring speech, seeking opportunities to practise.

learner dictionary. A dictionary produced specifically for second-language learners, containing extra features such as illustrative sentences and information about the grammatical features and language styles associated with specific words.

learning strategies. Planned methods or techniques for facilitating and enhancing learning (e.g., memorization techniques for assimilating material; cognitive techniques for making purposeful associations among ideas; social techniques for interacting with peers).

learning log. A journal in which students reflect on their learning, and on the strategies and skills that help them learn in particular situations.

literary device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect. Examples include: rhyme, analogy, comparison, contrast, irony, foreshadowing, allusion, simile, metaphor, personification, hyperbole, symbolism.

literature circle. A book discussion format designed to promote reading. In a literature circle, students independently read the same book (or different titles by the same author or books with a common theme) and then come together to discuss elements of the book(s).

media literacy. An informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active critical way.

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor and reflect on one's own learning.

mind map. A graphic representation showing the relationships between ideas and/or information. In making a mind map, students summarize information from a text and organize it by listing, sorting, or sequencing it, or by linking information and/or ideas.

minimal pair. A pair of words in which the only sound difference is the sound being practised. Examples: ***s*it/*s*eat**, ***l*ive/*l*eave**. These pairs are used for isolating and practising particular sounds that may be challenging for second-language learners.

mnemonic device. A way of representing information that makes it easier to remember (e.g., an acronym or word in which each letter stands for one step in a process as a way of helping a learner to remember the steps in the proper order). "Mnemonic" derives from the Greek word *mnemon*, meaning "mindful".

non-verbal communication (non-verbal cues). Communication by the use of gestures, eye contact, body movement, facial expressions, physical proximity, touching, and pauses during speech.

Ontario Skills Passport (OSP). A bilingual, Web-based resource that provides clear descriptions of the skills and work habits required for success in the workplace. The skills identified in the OSP are transferable from school to work, from job to job, and from sector to sector. This resource is available for use by students, teachers, employers, and job-seekers at http://skills.edu.gov.on.ca.

orthography. The study of spelling and of the way in which letters are combined to represent sounds and make words.

pattern book. A book that contains text with predictable and/or repetitive language patterns.

phoneme. The smallest unit of sound in spoken language that makes the meaning of one word different from another. A phoneme may be represented by more than one letter (e.g., *ch* in *check*).

phonemic awareness. The ability to hear, identify, and manipulate phonemes in spoken words.

phonics. Instruction in how the letters (graphemes) of written language are related to the individual sounds (phonemes) of spoken language.

picture dictionary. A dictionary for language learners in which entry words are accompanied by illustrations or photographs to clarify their meaning.

portfolio. A collection of self-selected student work chosen to demonstrate the student's efforts, progress, and achievement over time.

proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. *See also* **writing process**.

reader's theatre. An instructional activity in which students: adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

reading strategies. Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-recognition strategies, including the use of cueing systems. Good readers use a combination of word-recognition and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text. *See also* **comprehension strategies**.

realia. Real-life objects and artefacts used to supplement teaching. They can provide effective visual scaffolds for English language learners. *See also* **visual aid**.

register. A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction.

revising. The process of making changes to the content, structure, and wording of a draft to add or remove information, correct errors of fact, improve the organization of ideas, eliminate awkward phrasing, and generally ensure that the writing is clear and coherent. *See also* **writing process**.

rhythm. The pattern of sound created by the stressed syllables in a sentence.

scaffolding. Teacher support for student learning and performance that may include building on prior knowledge, modelling, questioning, feedback, providing graphic organizers, and supplying exemplars. Support is gradually withdrawn as students develop the ability to apply newly learned skills and knowledge independently.

scribing. Writing down verbatim the words dictated by a student.

sentence patterns. The characteristic grammatical structures or patterns of English that influence such things as word order and the use of prefixes, suffixes, prepositions, articles, and auxiliary verbs (e.g., to form questions and negatives: *Do you speak English?; I don't eat hot dogs.*).

sight words. Words that can be recognized or read as a whole unit without sounding them out letter by letter or syllable by syllable.

socio-cultural competence. The ability to function appropriately in a particular social or cultural context according to the rules and expectations for behaviour held by members of that social or cultural group.

standard Canadian English. Oral and written English that follows accepted rules and practices of grammar, usage, spelling, and punctuation and that is used across a broad spectrum of Canadian society (e.g., in government, educational, medical, legal, scientific, business, and media communications).

stress. Emphasis on specific syllables in a word or specific words in a sentence when speaking. Stress is an important component of pronunciation and contributes to meaning. *See also* **intonation, rhythm**.

student-teacher conference. A teacher's planned dialogue with an individual student about the student's learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning expectations; to monitor their progress; and to plan future instruction based on individual identified needs and interests.

subject-specific vocabulary. Vocabulary specific to or most often used in the context of a particular school subject (e.g., *equation*, *axis*, and *correlate* belong to the subject-specific vocabulary of mathematics).

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object). *See also* **cueing systems**.

T-chart. A chart that has been divided into two columns, so that the divider looks like the letter T. T-charts are used to compare and contrast information and to analyse similarities and differences.

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text (e.g., title, headings, subheadings, bold and italic fonts, illustrations). *See also* **conventions**.

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

think-aloud. An activity in which the teacher (or sometimes a student) describes aloud the thinking process as he or she reads, writes, or solves problems.

think/pair/share. An instructional strategy in which students individually consider an issue or problem and then discuss their ideas with a partner.

tone. A manner of speaking, writing, or creating that reveals the speaker's, author's, or creator's attitude towards a subject and/or audience.

transition words and phrases. Words and phrases that link and/or signal relationships between clauses, sentences, or paragraphs. For example, *afterwards* and *in the meantime* show relationships with respect to time; *in comparison* and *on the other hand* show relationships of similarity and difference.

varieties of English. Different forms of English used by particular groups of English speakers, including regional and social groups, and characterized by distinct vocabularies, pronunciation patterns, and grammatical features.

Venn diagram. A graphic organizer in which sets of things are represented as circles, with the shared characteristics of the sets located in the area where the circles overlap.

visual aid. An object used to relate classroom teaching to real life (e.g., food, clothing, a photograph, an item from school or daily life). *See also* **realia.**

voice. The style or character of a piece of writing conveyed through the author's use of vocabulary, sentence structure, imagery, rhythm, and other elements that contribute to the mood of the piece as a whole.

voiced consonant. A speech sound produced with vibration of the vocal cords; for example, the consonant sound /*b*/.

voiceless consonant. A speech sound produced without vibration of the vocal cords; for example, the consonant sound /*p*/.

word pattern. A particular arrangement of components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound;

for example, the formation of the past tense in a group of verbs by adding the suffix *-ed* to the verb root.

word-recognition strategies. Any of a variety of semantic, syntactic, or graphophonic strategies that help students read and understand a word. Examples include: decoding words; using knowledge of the structure or meaning of words to read unfamiliar words; combining knowledge of letter-sound relationships with clues from an illustration to predict the word.

word wall. A list of words, grouped alphabetically (or sometimes thematically) and prominently displayed in the classroom, that teachers use to help students become familiar with high-frequency words and new vocabulary.

word web. A graphic organizer that allows the user to explore and demonstrate conceptual links among ideas and information. Sometimes called a semantic web.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. he main stages of the writing process are: planning for writing, drafting, revising, editing, proofreading, and publishing. *See also* **editing, proofreading, revising.**

zine. A word, derived from *magazine,* that denotes an inexpensively produced, self-published publication. An *e-zine* is a zine that is published electronically, especially on the Internet.

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